CECIL B. DAY
GRADUATE AND PROFESSIONAL
CAMPUS

Stetson School of Business and Economics
Tift College of Education
Penfield College of Mercer University
McAfee School of Theology
College of Pharmacy
College of Health Professions

Atlanta, Georgia 30341
Federal Disclosure Requirements

Mercer University’s Federal Disclosure Requirements are available from the University web site at http://disclosure.mercer.edu/. This report contains the following information:

- Campus Security: Jeanne Clery Disclosure for Campus Security, campus crime statistics, Campus Sex Crime Prevention Act, and fire safety
- Campus Emergency Procedures
- Drug and Alcohol Policies
- Financial Assistance and Cost of Attendance Information
- Health and Safety Information: immunization and missing persons information
- Institutional Information: accreditation, characteristics of students, degree programs, degree program improvement plans, disability support services, FERPA information, retention and graduation rates, peer-to-peer file sharing, post-graduate employment information, readmission of veterans, transfer of credit, withdrawal procedures, voter registration, and satisfactory progress standards.

Paper copies of these reports are available upon request. Please contact the Office of Institutional Effectiveness by mailing inquiries to:
Office of Institutional Effectiveness
Mercer University
1501 Mercer University Drive
Macon, GA  31207

Equal Opportunity Policy

Mercer University is committed to providing equal educational and employment opportunities to all qualified students, employees, and applicants, without discrimination on the basis of race, color, national or ethnic origin, sex, sexual orientation, age, or disability, as a matter of University policy and as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). Inquiries concerning this policy may be referred to Mercer’s Equal Opportunity/Affirmative Action Officer, Human Resources, 1501 Mercer University Drive, Macon, Georgia  31207, telephone (478) 301-2786.
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| Last Day to Apply for Summer Graduation   | Mar 11               |
| First Day of Class                        | Mar 11               |
| Drop-Add Period/Fee Payment               | Mar 11-21*           |
| Good Friday                               | March 25             |
| Undergraduate Early Summer Semester Registration | Apr 5              |
| Graduate Early Summer Semester Registration | Apr 5              |
| Last Day for Course Withdrawal            | Apr 15               |
| Last Day of Class                         | May 7                |
| Grades Due from Faculty                   | May 13               |
| Commencement                              | May 14, 8:30 a.m.    |

<p>| Session III Full Semester                 |                       |
| First Day of Class                        | Jan 11               |
| Drop-Add Period/Fee Payment               | Jan 11-19*           |
| Martin Luther King, Jr., Holiday          | Jan 18               |
| Spring Break                              | Mar 7-11             |
| Last Day for Course Withdrawal            | Mar 14               |
| Last Day to Apply for Summer Graduation   | March 10             |
| Good Friday                               | March 25             |
| Undergraduate Early Summer Semester Register | Apr 4              |
| Graduate Early Summer Semester Registration | Apr 4              |
| Last Day of Classes                       | April 29             |
| Final Exams                               | May 2-7              |
| Grades Due from Faculty                   | May 12               |
| Commencement                              | May 14, 8:30 a.m.    |</p>
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*Payments received after designated dates will be assessed a $50 late-processing fee.

Note: The James and Carolyn McAfee School of Theology, The College of Pharmacy, and The College of Health Professions calendars differ and can be found in their separate sections of this catalog.
The University

Founded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,500 students in 12 schools and colleges – liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing, and Penfield College of Mercer University – on major campuses in Macon, Atlanta, and Savannah and at three regional academic centers across the state. Mercer is affiliated with four teaching hospitals – Memorial University Medical Center in Savannah, the Medical Center of Central Georgia in Macon, and The Medical Center and St. Francis Hospital in Columbus, – and has educational partnerships with Warner Robins Air Logistics Center Complex in Warner Robins and Piedmont Healthcare in Atlanta. The University operates an academic press and a performing arts center in Macon and an engineering research center in Warner Robins. Mercer is the only private university in Georgia to field an NCAA Division I athletic program. Mercer has been ranked among the leading regional colleges and universities in the South by U.S. News & World Report for more than 20 consecutive years.

Students benefit from Mercer’s welcoming atmosphere and small-class learning environment. They learn from a prestigious, yet caring, faculty. Mercer’s faculty members, whose credentials come from some of the world’s finest academic institutions, are distinguished for both teaching and research. More than 90 percent of the faculty hold doctorates or the highest attainable degrees in their respective fields. Mercer’s reputation is built on its rigorous academic programs, outstanding faculty, and state-of-the-art facilities. For 182 years, young men and women have left Mercer to become influential leaders and doers of great deeds.

University Mission

Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve. In fulfilling this mission, the University supports undergraduate, graduate, and professional learning as well as basic research and its application in service to others. As a university committed to excellence and innovation, Mercer challenges members of its community to meet and exceed high standards in their teaching, learning, research, scholarship and service.

Founded by Baptists in 1833, Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. As a reflection of this heritage:

- We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.
- We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.
- We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious and ethical questions of this and every age.
- We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.
University Goals

- To offer undergraduate, graduate, and professional programs based upon a strong liberal arts foundation
- To support a highly qualified faculty that is student- and teaching-oriented and is engaged in scholarly research and professional activities
- To foster independent and critical thinking and a continuing interest in learning
- To foster intellectual and spiritual freedom in an environment that encourages tolerance, compassion, understanding, and responsibility
- To offer a variety of intellectual, cultural, recreational, and spiritual activities designed to enlarge capacity for improved judgment and moral, ethical, and spiritual growth
- To encourage the enrollment of qualified persons from diverse backgrounds and situations
- To contribute campus resources, in partnership with other institutions and agencies, to improve the educational, social, and economic development of the community

University-Wide Assessment

Mercer University conducts a university-wide assessment program to measure student progress toward educational goals, to evaluate academic programs, to improve learning and teaching, and to evaluate institutional effectiveness. Students are active participants in a variety of campus-based assessment activities that focus on attitudes, satisfaction, and academic achievement. It is through student participation in the assessment process that the University can better understand itself and better serve its constituents.

University History

Mercer University was founded in 1833 in Penfield by Georgia Baptists. The school, under the leadership of Baptist minister and spiritual father Adiel Sherwood, was named for Jesse Mercer, a prominent Baptist leader and the first chair of the Mercer Board of Trustees.

Josiah Penfield gave the $2,500 that prompted the Georgia Baptist Convention to begin plans to open a school. Many Georgia Baptists gave matching funds for Penfield’s gift. The school opened under principal Billington Sanders.

Initially a boys’ preparatory school named "Mercer Institute," the school at its founding consisted of a red clay farm and two hewed log cabins, valued at approximately $1,935. Enrollment for the first term was 39 students although, when the school opened, there were considerably fewer and others came over the first few weeks. Tuition was $35 for the year. Board was provided at $8 per month, and each student was required to supply his own bedding, candles and furniture.

From its humble beginnings in Penfield, Mercer today is a dynamic and comprehensive center of undergraduate, graduate and professional education. The University has 8,400 students; 12 schools and colleges – liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing and continuing and Penfield College of Mercer University; major campuses in Macon, Atlanta and Savannah; three regional academic centers around the state; a university press; four teaching hospitals; educational partnerships with Warner Robins Air Logistics Center in Warner
Robins and Piedmont Healthcare in Atlanta; an engineering research center in Warner Robins; a performing arts center in Macon; and a NCAA Division I athletic program.

The institution’s reputation for exceptional academics in an engaged learning environment continues to grow. For two decades, U.S. News & World Report has ranked Mercer among the leading universities in the South. The Princeton Review repeatedly ranks it in the top 10 percent of all colleges and universities in North America. The University has been named a “College with a Conscience” by The Princeton Review and College Compact and has been named to the President’s Higher Education Community Service Honor Roll for distinguished community service. Mercer has also earned a Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching.

Historical Highlights

Mercer in the 19th Century

1833 Mercer Institute, the forerunner of Mercer University, is founded by Georgia Baptists in Penfield as a manual labor school for boys.

1838 Mercer’s first Board of Trustees is elected and Mercer Institute becomes known as Mercer University.

1839 First college classes begin.

1841 First college class is graduated.

1843 Principal college building at Penfield is destroyed by fire.

Early 1860s Mercer is one of the few colleges in the South and the only one in Georgia to remain open during the War Between the States. When war was declared, students and graduates of Mercer responded “to defend their constitutional rights and sacred honor.” Most of the senior classes of 1861 and 1862 joined the Confederacy together.

1866 Mercer awards General Robert E. Lee, C.S.A., the honorary Doctor of Laws degree. Mercer is the only university to grant an honorary degree to General Lee.

1870 During the April 1870 Georgia Baptist Convention (GBC) meeting, the decision is made to move Mercer away from Penfield. In August, the commission, appointed by the GBC to find a new location, votes to approve Macon. In September, President David E. Butler tells Macon Mayor George S. Obear and the City Council that Macon has been chosen and “that the proposition on their part to pay you the sum of $125,000…in bonds of the city of Macon, and a site to cost not over $25,000…was accepted.” On Oct. 28, President H.H. Tucker reports that a six-acre site, adjoining Tatnall Square, has been selected. On Nov. 2, Mayor Obear presents $125,000 in bonds and the title deed to the land; a written contract has been entered into between the Trustees and the city. The end of the year marks the closing of the school at Penfield and the University moved.

1871 Mercer relocates to Macon.

1873 A law school is organized and classes begin in February 1874. The first classes are held in the courthouse and in law offices.

1874 Construction of the Administration Building is completed at a cost of $100,000.

1880 The cornerstone of the new chapel building (current-day Willingham) is in place. The chapel is dedicated in 1881, debt-free.

1892 Mercer plays the University of Georgia in Athens in the first college football game in the state of Georgia and one of the first in the Southeast. The game, scheduled for Thanksgiving Day 1891, is postponed until January 1892. Georgia triumphed, 50-0.

In the fall, Mercer would record its first win in football, beating Georgia Tech, 12-6, in Macon, in the Yellow Jackets’ first game ever.
Mercer in the 20th Century

1903 Mercer opens the School of Pharmacy.
1918 The School of Pharmacy closes.
During World War I, the Mercer Board of Trustees authorized President Rufus W. Weaver to tender to the secretary of the Navy and the secretary of war the buildings and equipment of the University that they might be used effectively in service of the nation. The Student Army Training Corps is established at Mercer on Oct. 1, 1918, and continues until the following spring. Following the war, Mercer discontinues systematic military training. Altogether, Mercer’s war dead numbers 14.

1919 Mrs. W. E. Jackson is the first woman to receive a degree from Mercer. Mrs. Jackson, who later becomes Mrs. Joseph Seth Weekly, is awarded the LL.B. degree.
1922 WMAZ Radio, with call letters standing for “Watch Mercer Attain Zenith,” goes on the air, located in the tower of the chapel building.

1927 Mercer turns the fledgling radio station over to the Macon Junior Chamber of Commerce.

1933 Mercer celebrates its centennial.
1939 Macon Baptist Pastors Union requests an investigation of the character of teaching in some of Mercer’s classrooms. After a 10-hour hearing held in Roberts Chapel on March 30, the Board of Trustees accepts the action of the special committee disposing of the charges.

1940 Willingham Chapel Building is rededicated and a new organ is installed.
1941 Mercer discontinues competition in intercollegiate football.
1942 Mercer sets apart the Law Building and Roberts Hall for use by the War Training Service during World War II.

1943 The Navy V-12 School is established on July 1 and continues until October 1945. Mercer is one of nine institutions in the Southeast selected to give aviation instruction in the Navy War Training Service. During this period, 731 trainees receive basic aviation instruction in the Mercer V-12 program.

1947 In ceremonies held in Willingham Chapel and Ryals Law Building, the Walter F. George School of Law is named for Georgia’s U.S. Senator Walter F. George.

1949 Mercer dedicates the restored Mercer Chapel at Penfield with Dr. Louie D. Newton as speaker.

1957 Construction is completed on the George B. Connell Student Center.
1959 The Southern School of Pharmacy in Atlanta merges with Mercer University.
1963 Sam Jerry Oni of Ghana, Africa, becomes the first black to enter Mercer. On April 18, Mercer Trustees vote to admit qualified students without regard to race, and Mercer becomes one of the few private colleges in the South to do this before being required by the 1964 Civil Rights Act.

1965 Mercer dedicates the Eugene W. Stetson Memorial Library.
1967 Mercer dedicates Knight Hall of Humanities.
1968 The Hugh M. Willet Science Center is dedicated.
1972 Mercer dedicates the new School of Pharmacy building in Atlanta. Atlanta Baptist College merges with Mercer University and becomes known as Mercer University in Atlanta. Today it is known as the Cecil B. Day Graduate and Professional Campus.

1973 The Law School’s centennial is celebrated and Mercer graduate and U.S. Congressman Carl Vinson’s 90th birthday is observed.
1974 Construction of the Ida B. Patterson Infirmary is completed.
1976 Mercer acquires the Insurance Company of North America Building on Coleman Hill in Macon as the home of the Walter F. George School of Law under a gift-purchase agreement for $1 million. The property is valued at more than $4 million.
1978 The former Tatnall Square Baptist Church on the Macon campus is rededicated as Newton Hall in honor of Dr. Louie D. Newton.

Mercer acquires the Overlook Mansion on Coleman Hill, now known as the Woodruff House. Later in the year, Mercer gives the mansion to the City of Macon, and after restoring the exterior, the City of Macon returns the mansion to Mercer in November 1981.


1980 Mercer dedicates the restored Administration Building.

Inauguration ceremonies for Mercer’s 17th president, Raleigh Kirby Godsey, are held at the Macon City Auditorium.

Mercer dedicates the A.T. Davis Administration Building, College of Arts and Sciences, in Atlanta.

Mercer dedicates the Sheffield Building, College of Arts and Sciences in Atlanta.

1981 Mercer dedicates the School of Medicine’s Education Building in Macon.

1982 Mercer University School of Medicine admits its charter class of students in the fall.

1983 Mercer establishes the School of Business and Economics in Atlanta. The dedication of the Woodruff House, formerly known as Overlook Mansion, takes place.

Mercer dedicates the W.G. Lee Alumni House in Macon.

Mercer dedicates the Monroe F. Swilley Jr. Library in Atlanta.

The Plunkett-Sewell family commissions a Holtkamp pipe organ, specially designed for Newton Chapel. The 52-rank Tracker instrument is one of the largest organs of its kind on the eastern seaboard, establishing Mercer as a center for organ performance and teaching.

1984 The Eugene W. Stetson School of Business and Economics is established in Macon.

The School of Engineering is established in Macon.

The Walter F. George School of Law becomes the home of the National Criminal Defense College.

The College of Arts and Sciences in Atlanta becomes the Cecil B. Day College of Arts and Sciences.

1985 The charter class of the School of Engineering begins its studies and construction on a new building for Engineering is begun.

1986 Tift College, a Georgia Baptist women’s institution in Forsyth, merges with Mercer University.

The new School of Engineering building opens for classes in the fall and is dedicated in October.

1987 University College, formerly the College of Continuing Education, is established, with educational centers located in Macon, Thomaston, Griffin, Eastman and Douglasville.

Nine kaolin industries in middle Georgia join together to establish the world’s first Kaolin Industry Endowed Chair at the School of Engineering.

Groundbreaking is held for a new 93,750-square-foot library building located on the main campus in Macon.

The Mercer Engineering Research Center (MERC) is established as an extension of the School of Engineering. MERC provides a broad range of customer-oriented services to commercial and government clients.

1988 The Walter F. George School of Law receives the largest gift in the University’s history at that time — $14 million from George W. Woodruff.
1989 The University's Board of Trustees votes to discontinue undergraduate liberal arts education on the Atlanta campus. The mission of the Cecil B. Day Campus in Atlanta is changed to focus on graduate and professional education.

1991 In April, the University breaks ground on a new education and research center for the Southern School of Pharmacy on the Cecil B. Day Campus in Atlanta.

1992 In July, the Southern School of Pharmacy moves from downtown Atlanta to the 300-acre Cecil B. Day Campus in northeast Atlanta.

1994 The University's Board of Trustees, faculty, administration and staff launch the Mercer 2000: Advancing the Vision Campaign, seeking $126 million for endowment and facilities.

The Board of Trustees approves plans to establish a School of Education and a School of Theology.

1995 In April, the University's Board of Trustees approves plans to locate the School of Theology on the Cecil B. Day Campus in Atlanta. During its April meeting, it also votes to transfer University College's programs to the Eugene W. Stetson School of Business and Economics, the School of Medicine and the School of Education.

On Oct. 1, contracts with Bibb County for the management and administration of The Grand Opera House in downtown Macon.

1996 Construction is completed on the new 32,000-square-foot School of Theology building on the Cecil B. Day Campus in Atlanta. The School's charter class of students is admitted in the fall.

1997 The Board of Trustees approves naming the School of Theology for James and Carolyn McAfee. The inaugural convocation and dedication of the James and Carolyn McAfee School of Theology is held in October.

The former Findlay House, located next to the W. G. Lee Alumni House on Coleman Avenue in Macon, is restored and dedicated in May as the Tift College Alumnae House.

Construction is completed on a 26,557-square-foot academic facility for the Douglas County Center.

Construction is completed on a new 52,155-square-foot facility for the Mercer Engineering Research Center in Warner Robins.

The School of Medicine completes construction on a 10,000-square-foot expansion of its research wing.

The former Stetson Library is rededicated in September as Stetson Hall and converted into office and classroom space for the Stetson School of Business and Economics and the School of Education.

1999 The James and Carolyn McAfee School of Theology graduates its charter class in May.

Mercer breaks ground for a Greek Village in Macon and student apartment buildings in Macon and Atlanta.

Mercer completes renovations on two School of Medicine buildings in downtown Macon: a 27,000-square-foot building for the Departments of Internal Medicine and Psychiatry and Behavioral Science on the corner of First and Pine Streets, and a 5,500-square-foot facility for graduate medical education on First Street.

**Mercer in the 21st Century**

2000 During a ceremony on April 20, Mercer dedicates the Jack Tarver Memorial Library.

Mercer breaks ground for an 8,500-square-foot Baptist Collegiate Ministries building, later named the Religious Life Center.

In August, Mercer opens its new police station and seven new apartment buildings on the Macon campus and two new apartment buildings on the Cecil B. Day Campus in Atlanta.
In September, Mercer dedicates the new 18-building Greek Village.

Mercer and LaGrange College are co-recipients of a gift of property from Remer and Emily Crum valued at the time at $123 million. The 83-acre Century Center Park property is located near I-85, north of Atlanta.

Mercer and the Georgia Baptist Convention announce that the 98-year-old Georgia Baptist College of Nursing, located in downtown Atlanta, will merge with Mercer on Jan. 1, 2001.

2001 The School of Education is renamed the Tift College of Education of Mercer University at the April Board of Trustees meeting.

2002 The McAfee School of Theology receives full membership into the Association of Theological Schools (ATS) as an accredited school of theology.

The new Georgia Baptist College of Nursing building on the Atlanta campus is dedicated during the College’s centennial celebration.

2003 Mercer and Robins Air Force Base mark the 20th anniversary of a partnership agreement that sparked a School of Engineering on the Macon campus and an engineering research center in Warner Robins.

Mercer dedicates its state-of-the-art recital hall in the McCorkle Music Building, naming it the Neva Langley Fickling Hall.

Mercer opens the doors to its newest regional academic center in McDonough, providing opportunities for adult learners in Henry County and surrounding areas. The University’s programs in Griffin and Covington are merged into the Henry County location.

The University’s 10th academic unit, the Penfield College of Mercer University, is established from the former Division of Extended Education. The non-education programs in the Tift College of Education are moved to the new college.

Mercer purchases the Georgia Baptist Center, which was previously owned by the Georgia Baptist Convention and is adjacent to the Atlanta campus. It becomes the Atlanta Administration and Conference Center.

2004 The University plays its first basketball games in the new University Center Arena during Homecoming week, Jan. 27-Feb. 1. The remainder of the signature facility on the Macon campus opens March 15. The official dedication of the University Center and the Griffin B. Bell Board Room is held in April, following the Board of Trustees meeting.

2005 Mercer partners with Piedmont Healthcare, one of the state’s prominent hospital systems, to establish the Center for Health and Learning in Atlanta.

The Townsend-McAfee Institute is established to offer graduate programs in church music that prepare musical artists for the ministry. The institute is a collaboration between the Department of Music in the College of Liberal Arts in Macon and the McAfee School of Theology in Atlanta.

2006 After 27 years as president, R. Kirby Godsey steps down from his leadership role to become chancellor, leaving office as the longest-serving president in University history. William D. Underwood, former interim president of Baylor University, former high-profile attorney and noted legal scholar and teacher, becomes the University’s 18th president on July 1.

The Department of Music in the College of Liberal Arts becomes the Townsend School of Music on July 1. Trustee Carolyn McAfee, widow of James T. McAfee Jr., former chairman of Mercer’s Board of Trustees, and her son and daughter-in-law, Tom and Julie McAfee, provided the founding endowment.

The Robert McDuffie Center for Strings is established on the Macon campus, offering conservatory-quality music training in a comprehensive university setting.
The 103-year-old Southern School of Pharmacy changes its name to the College of Pharmacy and Health Sciences on July 1. The name change reflects additional health science programs, including a new physician assistant program.

The American Baptist Historical Society, with the largest and most diverse collection of Baptist historical materials and archives in the world, announces it will relocate to Mercer's Atlanta campus. The ABHS consolidated holdings from facilities in Valley Forge, Pa., and Rochester, N.Y.

Radio station WMUM-FM (Mercer University Macon), formerly WDCO-FM, moves into studios on the Macon campus. A partnership between Mercer and Georgia Public Broadcasting, the station provides local content to central Georgia public radio listeners.

2007 Three teams of students and faculty inaugurate the Mercer On Mission program over the summer in Kenya, Brazil and Guatemala. The program combines academic credit, study abroad and service-learning opportunities.

The School of Medicine, as it celebrates its 25th year, announces it will open a second, four-year doctor of medicine program in Savannah in fall 2008. The program will be based at Memorial University Medical Center, where Mercer has had a clinical relationship since 1996 to provide instruction for part of the school's third- and fourth-year medical students.

The Mercer Athletic Foundation is established to raise funds for intercollegiate athletics.

The University completes a new gateway entrance to the Macon campus on Mercer University Drive, near Interstate 75, and a new Hilton Garden Inn opens on that side of the campus.

The building housing the Douglas County Regional Academic Center is dedicated to longtime benefactors Fred and Aileen Borrish.

The new Science and Engineering Building is dedicated, and the University celebrates the School of Engineering's 22-year partnership with Warner Robins Air Logistics Center.

2008 Celebrating its 175th year, Mercer marked the anniversary with special Founders' Day activities, including the traditional convocation on the Macon campus, as well as a Feb. 26 event on the Atlanta campus and an event featuring a discussion with five "Mercer Legends" on the Macon campus.

Mercer Trustees endorse a new vision statement and an ambitious 10-year strategic plan for the University that calls for more than $1.2 billion in new investments in the institution’s endowment, faculty and staff, facilities and technology, and academic and co-curricular programs over the next decade. Titled “Charting Mercer’s Future: Aspirations for the Decade Ahead,” the strategic plan was developed over the prior 18 months under the leadership of the University Planning Council and with the input of trustees, faculty, staff, alumni, students, community leaders, parents of current students, and other stakeholders.

Redevelopment efforts in downtown Macon and the neighborhoods surrounding Mercer's Macon campus received a major boost from the John S. and James L. Knight Foundation. Mercer was awarded a $250,000 planning grant from Knight Foundation to facilitate a voluntary alliance of redevelopment partners to coordinate plans and leverage new investments.

Thirty first-year medical students receive their white coats and begin their education as members of the inaugural class in Mercer's new four-year medical program in Savannah.

Moving its Homecoming to the fall under the theme “Reconnect, Reunite, Rediscover,” scores of Mercerians and their families came back to campus Nov. 21-23. In recent years, the University's Homecoming was held in the winter at the end of the basketball season.
Mercer Trustees approved new Ph.D. programs in nursing and curriculum and instruction. The new doctoral programs – Mercer’s third and fourth – fulfill objectives in the University’s recently-adopted 10-year strategic plan to expand Ph.D. offerings. Mercer earns national recognition from the Carnegie Foundation for the Advancement of Teaching for its commitment to community engagement. Mercer is the only college in Georgia, and one of just 119 in the United States, to be selected by the foundation for its 2008 Community Engagement Classification.

2009 Griffin Boyette Bell, one of Mercer’s most distinguished graduates and the 72nd Attorney General of the United States, succumbs to cancer at the age of 90 on Jan. 5 in Atlanta.

Mercer earns the highest federal recognition for community engagement according to the Corporation for National and Community Service. For the University’s exemplary service efforts and service to the community, the corporation named Mercer to the President’s Higher Education Community Service Honor Roll for 2008.

The John S. and James L. Knight Foundation announces $5 million grants to establish the College Hill Alliance and the Knight Neighborhood Challenge program to advance the College Hill Corridor initiative, which grew out of a Mercer senior capstone class.

An announcement is made that a $10 million mixed-use development on the Macon campus will feature loft-style apartments and retail space for the Mercer Bookstore and other businesses that cater to the Mercer community and residents in the College Hill Corridor. Called “The Lofts at Mercer Village,” the development will be located on Montpelier Avenue across from Ingleside Village Pizza and Jittery Joe’s Coffee.

2010 Mercer celebrated its new Newnan Regional Academic Center on Sept. 21 with an opening ceremony and ribbon cutting. The center began classes in August with three degree programs, including the Bachelor of Science in Education in early care and education and early childhood/special education from the Tift College of Education and the Bachelor of Science in Social Science in Public Safety from the College of Continuing and Professional Studies.

The University’s Board of Trustees on Nov. 19 unanimously approved a plan to resume competition in football in the fall of 2013.

2011 Mercer Distinguished Alumnus and former Trustee Nathan Deal was inaugurated in January as Georgia’s 82nd governor. He became the 12th Mercer alumnus to hold that office. Eight Mercerians have led the State of Georgia, and four others have served as governors of the states of Alabama, Texas, New Hampshire and the Commonwealth of Puerto Rico.

Mercer’s first outdoor commencement was held May 14 on the upper fields of the Cecil B. Day Campus in Atlanta. More than 6,000 guests witnessed the largest of the University’s five ceremonies.

A grand opening was held in August for the Lofts at Mercer Village, a multi-million dollar development located on Montpelier Avenue in the College Hill Corridor. The highly anticipated opening of the Lofts, which also houses Barnes and Noble/Mercer University Bookstore, other retailers, and apartments for 117 students, culminates the collaboration between the University and Sierra Development.

On Nov. 11, the University broke ground and unveiled plans for its new football and lacrosse complex during a Homecoming weekend ceremony. In recognition of the lead gifts for the complex, President Underwood announced four major components of the project:

- The Homer and Ruth Drake Field House
- The William H. Anderson II Family Field
The Marshall and Jane Butler Family Plaza
The Tony and Nancy Moye Family Football and Lacrosse Complex.

In December, the Center for Collaborative Journalism – a new model for journalism education designed to increase and strengthen local reporting by bringing journalists to work together with university students in a unique, joint newsroom in the College Hill Corridor – was announced. Mercer students will work alongside journalists at The (Macon) Telegraph and Georgia Public Broadcasting to learn and employ digital-age storytelling skills to meet Central Georgia’s information needs. The collaborative effort was made possible by $4.6 million in grants from Knight Foundation and a $1 million grant from the Peyton Anderson Foundation.

2012 Mercer joined 24 institutions across the country as a participant in the prestigious Stamps Scholars Program, funded by the Stamps Charitable Foundation Inc. Initially, five entering freshmen will be designated as Stamps Scholars and receive the full cost of attendance, plus a $16,000 stipend over four years for enrichment activities, such as study abroad or undergraduate research. When the program is fully implemented, 10 members of each Mercer freshman class will be designated as Stamps Scholars.

Longtime Cooperative Baptist Fellowship Executive Coordinator Dr. Daniel Vestal was named to lead the University’s new Eula Mae and John Baugh Center for Baptist Leadership, which is being endowed with a $2.5 million grant from the Eula Mae and John Baugh Foundation. The Baugh Center will foster research and learning in Baptist history, theology, ethics and missiology, partnering with the James and Carolyn McAfee School of Theology, the Cooperative Baptist Fellowship, the American Baptist Historical Society, as well as Mercer’s Center for Theology and Public Life and other organizations and programs.

The University announced in February plans to partner with The Medical Center and St. Francis Hospital to establish a Columbus campus for its School of Medicine. Columbus joins Macon – where the School was established in 1982 to prepare physicians for rural and medically underserved areas of Georgia – and Savannah in hosting campuses for the medical school. The Mercer School of Medicine will place up to 80 third- and fourth-year medical students at the Columbus Campus, beginning in the summer of 2012.

A landmark season for the men’s basketball team resulted in the Collegeinsider.com Championship in a hard-fought 70-67 win at Utah State. Mercer’s victory secured the team’s spot in history as the Atlantic Sun Conference’s first team to capture a post-season crown. The 2011-2012 team rewrote several school records including wins (27), points scored and blocks. Mercer’s first basketball team to win a post-season non-conference win earned home victories over Tennessee State and Georgia State before hitting the road to finish the historic run with wins at Old Dominion and Fairfield before the electrifying championship battle at Utah State.

In April, the University lost a prominent alumna with the passing of Dr. Leila H. Denmark at the age of 114. She was the world’s oldest practicing pediatrician until her retirement in 2001 at the age of 103. At her death, she was the world’s fourth-oldest verified living person in the world.

A $1 million gift from Macon cardiologist Dr. Chuck Hawkins and his wife, Kathy, to benefit the Mercer basketball program was recognized later that month with the arena housed within the University Center renamed “Hawkins Arena.”

The Board of Trustees authorized establishment of the Mercer University Health Sciences Center, a multi-campus academic health center encompassing the School of Medicine, College of Pharmacy and Georgia Baptist College of Nursing, as well as the creation in July 2013 of a new College of Health Professions. The Health Sciences
Center will enroll more than 1,700 students, employ more than 400 full-time faculty and staff, and graduate more than 500 physicians, nurses and nurse educators, physician assistants, pharmacists, physical therapists, family therapists, public health professionals and biomedical scientists each year. Dr. Hewitt W. (Ted) Matthews, longtime dean of the College of Pharmacy and Health Sciences, was named senior vice president for health sciences and will oversee the new Center.

In May, the first School of Medicine commencement on the Savannah Campus was held May 5 with 38 graduates earning their M.D. degrees.

In July, the first five Stamps Leadership Scholars, funded by the Stamps Family Charitable Foundation, were announced. Mercer is one of only 25 universities in the country to participate in the program.

A $1 million grant from Macon’s Peyton Anderson Foundation was announced to fund an innovative newsroom in Mercer’s Center for Collaborative Journalism, a partnership involving the University’s Journalism and Media Studies Department, The Telegraph and Georgia Public Broadcasting. The Telegraph's editorial staff moved into the newly-named Peyton Anderson Newsroom.

In September, Mercer dedicated the Center for Collaborative Journalism, located on the first floor of the recently completed Phase II of the Lofts at Mercer Village, in conjunction with the fall meeting of the University’s National Journalism Advisory Board. Supported by $5.6 million in grants from the John S. and James L. Knight Foundation and Peyton Anderson Foundation, the Collaborative seeks to bring a new model to journalism education.

In November, the University dedicated the Emily Parker Myers Admissions and Welcome Center at the corner of Winship Street and Montpelier Drive. The building is named in honor of Myers, who was one of the longest serving administrators in University history, serving as senior vice president for university advancement and external affairs when she retired in 2008.

The Board of Trustees, at its November meeting, gave the green light for construction to begin on Cruz Plaza, to transform the appearance of the central part of the Macon Campus from the University Center to the Historic Quad and from the Greek Village past Tarver Library. Milton L. Cruz, his wife Aileen, father Juan L. Cruz Rosario and sister Zoraida Cruz Torres provided the lead gift for the project. An official groundbreaking was held Dec. 11, 2012.

2013

In January, one of Mercer’s most accomplished graduates, the man known by many as “Sambo,” died at the age of 90. Dr. Ferrol A. Sams, Jr. penned eight books, including a trilogy of works featuring Porter Osborne Jr., a character largely based on Dr. Sams’ own boyhood in Fayette County. Generations of Mercerians have been inspired by the accounts of his exploits while at Mercer in The Whisper of the River.

In March, Mercer earned the highest recognition for community engagement when it was name to the President’s Higher Education Community Service Honor Roll with Distinction. Mercer was one of only 113 higher education institutions – and one of only two in Georgia – named to the President’s Honor Roll with Distinction.

In May, a "groundbreaking" ceremony was held at the historic Beall House, on College Street in Macon, now the home of the Robert McDuffie Center for Strings thanks to a $1.5 million grant from the Woodruff Foundation. For many years, the house has had significant historic value as the location where the Allman Brothers once shot a famous album cover. The McDuffie Center's growth and development created the need for a separate facility to house the program.

A $425,000 grant from ArtPlace America will support Mercer’s effort to revitalize the former Tattnall Square Presbyterian Church into the Tattnall Square Center for the Arts. The Center will serve as a community theatre and arts venue, as well as home to the University’s Theatre Department.
The University announced the acceptance of an invitation to join the Southern Conference, affiliating Mercer Athletics with the nation's fifth-oldest NCAA Division I athletic association. Mercer, who will officially join the SoCon on July 1, 2014, will be aligned with Samford University, University of Tennessee-Chattanooga, Western Carolina University, East Tennessee State University, Virginia Military Institute, University of North Carolina-Greensboro, Wofford College and The Citadel.

In August, more than 12,000 fans overflowed the Mercer Football Stadium on Aug. 31 to watch the Bears field their first football team in more than 70 years. Mercer would proceed to break the NCAA record for most wins ever by a start-up program, sporting a 10-2 record and finishing unbeaten at home with an unblemished 8-0 campaign.

Mercer Medicine officially opened its new Sports Medicine Clinic inside Drake Field House. The Sports Medicine Clinic offers comprehensive evaluation and treatment of non-surgical, sports-related injuries and conditions to athletes and physically active persons of all ages, including pediatric and adolescent patients.

In September, former U.S. Congressman, Ambassador to the United Nations and Atlanta Mayor Andrew Young kicked off Mercer's yearlong commemoration of the 50th anniversary of the institution's integration during a convocation in Willingham Auditorium.

In December, Mercer, Brandenburg Productions and Georgia Public Broadcasting teamed up to produce "A Grand Mercer Christmas," a one-hour long television special that aired on PBS stations across the nation during the holiday season.

2014 In March, former President Jimmy Carter, who serves on the Mercer University Board of Trustees, recorded a series of short videos that highlight some of the institution's major distinctions. Carter is believed to be the first former U.S. president in modern times to serve on a university governing board.

The men's basketball team turned the attention of the entire country - and beyond - to the University when the 14th-seeded Bears topped the third-seeded Duke Blue Devils, the winningest program in NCAA Tournament play, and head coach Mike Krzyzewski, the winningest coach in NCAA history. The 78-71 win in the second round of the NCAA Tournament on March 21 led to an unprecedented amount of exposure for the University as national and international media played and replayed the highlights of the victory.

In July, The College of Continuing and Professional Studies, established in 2003 and whose roots date back to Tift College's merger with Mercer in the late 1980s, is renamed Penfield College of Mercer University. The Board of Trustees authorized the name change to better reflect the breadth of its academic offerings – which range from certificate programs to a Ph.D. program – and its emerging status as a national leader in meeting the educational needs of adult learners from all walks of life.

Mercer acquired the license to WRWR-LD, a Warner Robins-based television station that was donated to the University by State Sen. Cecil P. Staton and Macon neurosurgeon Dr. Joe Sam Robinson. The station's call letters were changed to WMUB and will be integrated with Mercer's Center for Collaborative Journalism.

In October, on the strength of its growing research profile, Mercer was admitted as a member of the Georgia Research Alliance, whose mission is to expand research and commercialization capacity in Georgia's universities to launch new companies, create high-value jobs and transform lives. Mercer became the first Georgia institution south of the Interstate 20 corridor to join GRA. Its other members include the University of Georgia, Georgia Regents University, Emory University, Clark Atlanta University, Georgia Institute of Technology, Morehouse School of Medicine and Georgia State University.

Mercer broke ground on an $18 million expansion of School of Medicine (MUSM) facilities on its Savannah campus at Memorial University Medical Center. This endeavor will include renovation of the William and Iffath Hoskins Center for Biomedical Research.
as well as construction of an addition to the Hoskins Center to serve as a medical education and research facility for the University.

Mercer kicked off Homecoming festivities with the dedication of the M. Diane Owens Garden, named to honor the Mercer alumna, trustee and former board chair. The garden is part of a project that was designed to enhance the south campus between Stadium Drive and Claude Smith Field. Previously a detention pond, the garden is now both a more environmentally friendly solution to filter runoff and a more aesthetically pleasing gathering place.

In November, President William D. Underwood used the opening night of Homecoming weekend to announce a $400 million capital campaign for the University. "Aspire, The Campaign for Mercer University, seeks to provide financial resources that will empower Mercer, already emerging among the Southeast's elite private research universities, to become an international leader in applying its intellectual capital to better serve the needs of humankind," President Underwood told more than 1,000 alumni, students, faculty, staff and friends assembled in Cruz Plaza Friday night. 

2015 In February, Mercer's two-year-old, 10,000-seat stadium, home of Mercer Bears football and lacrosse, was renamed Five Star Stadium in recognition of a multi-million dollar commitment, the largest-ever for Mercer athletics and one of the largest in the University's history. The financial commitment came from Five Star Automotive Group, owned by Charlie Cantrell and Dick Pope.

In March, a large multi-million dollar commitment from a Macon resident and devoted friend of the University established the Jo Phelps Fabian Center for Musical Excellence in Mercer University's Townsend School of Music. The commitment by Fabian is the largest ever, along with the gift that founded the School of Music, to support the arts at Mercer.

In April, Mercer Theatre's first performance in the newly completed Tattnall Square Center for the Arts featured William Shakespeare's The Tempest. The Tattnall Square Center for the Arts, formerly the Tattnall Square Presbyterian Church, was extensively renovated to serve as the new home of Mercer's theatre department as well as a community performing arts center in the heart of the College Hill Corridor.

 Mercer University Presidents

In the course of its history, Mercer University has had 24 persons serving in the President's Office. Their names and the dates of their administrations are as follows:

Billington McCarty Sanders ......................................................... 1833-1840
Otis Smith ................................................................. 1840-1844
John Leadly Dagg ............................................................. 1844-1854
Nathaniel Macon Crawford .................................................. 1854-1856
Shelton Palmer Sanford, Acting President ............................. 1856-1858
Nathaniel Macon Crawford .................................................. 1858-1866
Henry Holcomb Tucker ...................................................... 1866-1871
Archibald John Battle ........................................................ 1872-1889
Gustavus Alonzo Nunnally .................................................... 1889-1893
John Edgerton Willet, Acting President .................................. 1893-1893
James Burton Gambrell ....................................................... 1893-1896
Pinckney Daniel Pollock ...................................................... 1896-1903
William Heard Kilpatrick, Acting President ......................... 1903-1905
Charles Lee Smith ............................................................. 1905-1906
Samuel Young Jameson ...................................................... 1906-1913
James Freeman Sellers, Acting President .............................. 1913-1914
William Lowndes Pickard ................................................... 1914-1918
Mercer University Profile

Mercer University is one of America’s oldest and most distinctive institutions of higher learning, offering rigorous programs that span the undergraduate liberal arts to doctoral-level degrees. Founded by early 19th century Baptists, Mercer’s mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

With more than 8,500 students enrolled in 12 schools and colleges on campuses in Macon, Atlanta and Savannah; three medical school sites in Macon, Savannah and Columbus; and at four Regional Academic Centers around the state, Mercer is consistently ranked among the nation’s leading institutions by such publications as U.S. News & World Report, which in 2014 named Mercer as the No. 1 Best Value in the South. Our more than 71,000 alumni are making important contributions to their professions and communities throughout Georgia, the Southeast and the world.

While offering a breadth of programs found at much larger universities, Mercer maintains an intimate, student-focused culture more characteristic of smaller liberal arts colleges. Mercer’s uniqueness is found in the way the University integrates five defining components of its mission: Liberal Learning, Professional Knowledge, Discovery, Service to Humankind and Community.

Academic Divisions

College of Liberal Arts (Macon): The oldest of the University’s academic units, the College of Liberal Arts remains the cornerstone of Mercer’s educational programs, offering an array of baccalaureate programs in the humanities, fine arts, sciences and social sciences.

Walter F. George School of Law (Macon): Founded in 1873, Mercer’s Law School is one of the oldest law schools in the United States and the first in the state of Georgia accredited by the American Bar Association. Its innovative Woodruff Curriculum – which focuses on ethics and practical skills – earned the Gambrell Professionalism Award from the A.B.A. for its “depth of excellence.”

Eugene W. Stetson School of Business and Economics (Macon, Atlanta, Douglas County, Henry County, Savannah): Offering undergraduate and graduate (B.B.A., M.B.A.) degrees in Macon and Atlanta, the M.B.A. in Savannah and the B.B.A. degree in Douglas County, the School holds the highest level of accreditation for business education by AACSB International – the Association to Advance Collegiate Schools of Business.

School of Engineering (Macon): Mercer’s innovative and academically challenging engineering-related programs provide students with a comprehensive education, featuring a solid foundation in mathematics and sciences, a core engineering curriculum, a range of courses in engineering specialties and a strong emphasis on communication technologies. The School of Engineering marked its 25th anniversary in 2010 and
continues to be ranked by U.S. News & World Report as one of the top three master’s degree-level engineering schools in the Southeast.

*Tift College of Education (Macon, Atlanta, Savannah, Regional Academic Centers):* The College prepares more professional educators than any other private college or university in Georgia, offering baccalaureate and graduate degrees. Guided by the conceptual framework of the “Transforming Practitioner,” Tift College is dedicated to preparing effective teachers and educational leaders who aspire to grow professionally throughout their careers, while also seeking to transform the lives of students.

*James and Carolyn McAfee School of Theology (Atlanta):* Established in 1996, McAfee School of Theology brings Jesse Mercer's founding vision of providing students with a classical and theological education full circle as it prepares students for the ministry.

*Penfield College of Mercer University (Macon, Atlanta, Regional Academic Centers):* The College offers undergraduate and graduate programs to working adults seeking professional advancement or transition and leadership roles in and beyond their communities. The College provides students with distinctive, multidisciplinary programs that integrate theory and practice, liberal learning and professional education, and knowledge and experience.

*Townsend School of Music (Macon):* Townsend School of Music is nationally recognized for its artist faculty, award-winning students, wide range of performance ensembles and state-of-the-art facilities. Specialized music programs include the Townsend-McAfee Institute for Graduate Church Music Studies and the Robert McDuffie Center for Strings.

*Mercer University Libraries:* The mission of Mercer’s libraries is to serve as learning-centered gateways of information resources through robust collections and innovative, technology-rich patron services to support the educational endeavors of the University community.

*Mercer University Press (Macon):* Since its establishment in 1979, Mercer Press has published more than 1,400 titles, generally in the areas of Southern history, philosophy, religion and regional studies. The Press holds membership in the Association of American University Presses.

*Mercer Engineering Research Center (MERC) (Warner Robins):* Founded in 1987, MERC provides engineering research services to private industries and government agencies, including the Department of Defense. Since its inception, MERC has exceeded $390 million in contract revenue.

**Mercer Health Sciences Center**

*School of Medicine (Macon, Atlanta, Savannah, Columbus):* The School was established in 1982 to educate physicians and health professionals to meet the primary care and health care needs of rural and medically underserved areas of Georgia. The School of Medicine currently operates two four-year campuses. Following their second year, students participate in core clinical clerkships at the School’s primary teaching hospitals: Medical Center of Central Georgia in Macon, Memorial University Medical Center in Savannah, and The Medical Center and St. Francis Hospital in Columbus.
College of Pharmacy (Atlanta): For more than a century, the College has maintained a tradition of excellence and a national reputation for producing leaders in the health care profession and has made notable contributions to the fields of pharmacy and health sciences. Mercer is ranked as the number 4 private pharmacy school in the United States and among the top private and public pharmacy schools.

Georgia Baptist College of Nursing (Atlanta): Established in 1902, the College is nationally recognized for educating superior nursing leaders who provide significant healthcare contributions around the world. In addition to a bachelor of science in nursing degree, the College also offers the following degree programs: master of science in nursing, with specialties in nursing education, family nurse practitioner, and clinical nurse specialist; doctor of nursing practice; and the doctor of philosophy (nursing).

College of Health Professions (Macon, Atlanta): The College is comprised of three departments: Physical Therapy, Physician Assistant Studies and Public Health. The College offers a Doctor of Physical Therapy (D.P.T.) degree, and master’s degrees in physician assistant studies (M.M.Sc.) and public health (M.P.H.). In addition, the College offers post-professional residencies and fellowships. The College seeks to improve the health and quality of life of individuals and society through excellence in teaching, research and service.

Athletics

Mercer is the only private university in Georgia to compete in Division I of the National Collegiate Athletic Association. A member of the Southern Conference, Mercer fields teams in baseball, basketball, cross country, football, golf, lacrosse, soccer and tennis for men, and basketball, cross country, golf, lacrosse, sand volleyball, soccer, softball, tennis, track and field, and volleyball for women. For the 2013-2014 academic year, the cumulative grade point average for student athletes was 3.297.

Accreditation

In 1837, by Act of the General Assembly of the State of Georgia, the Executive committee of the Georgia Baptist Convention was given the power “to establish and endow a collegiate institution, to be known by the name of Mercer University.”

Mercer University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or at www.sacscoc.org or call (404) 679-4500 for questions about the accreditation of Mercer.

The National Collegiate Athletic Association has certified Mercer University. The website is www.ncaa.org.

The Stetson School of Business and Economics is accredited by AACSB International -- the Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; (813) 769-6500; www.aacsb.edu.

In the Penfield College of Mercer University, the Master of Science degree in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990; www.cacrep.org. The Master of Science degree in School Counseling is approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com. Note: The Clinical Mental Health Counseling program is currently accredited under the 2001
standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.

In the College of Liberal Arts, the Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of ABET, www.abet.org. The baccalaureate chemistry program is approved by the American Chemical Society, 1155 16th Street, NW, Washington, DC 20036; (800) 227-5558; www.acs.org.

Mercer University's professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE; www.ncate.org) and approved by Georgia's Professional Standards Commission. This accreditation includes all initial teacher preparation programs and all advanced educator preparation programs offered on all Mercer campuses and centers. Contact NCATE at 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036 or call (202) 233-0077.

In the School of Engineering, the Bachelor of Science in Engineering degree program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Health Professions houses three accredited programs. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; (770) 476-1224; www.arc-pa.org. The Master of Public Health program is accredited by the Council on Education for Public Health, 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; (202) 789-1050; http://ceph.org. The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; (703) 684-2782; www.capteonline.org.

The Juris Doctor and Master of Laws programs in the Walter F. George School of Law are accredited by the American Bar Association, 312 North Clark Street, Chicago, IL 60654; (312) 988-5000; www.americanbar.org.

The School of Medicine houses two accredited programs. The Doctor of Medicine is accredited by the Liaison Committee on Medical Education (LCME). LCME (www.lcme.org) is jointly sponsored by the Association of American Medical Colleges (2450 N. Street, NW, Washington, DC 20037; (202) 828-0596) and the Council on Medical Education of the American Medical Association (515 North State Street, Chicago, IL 60654; (312) 464-4933. The Marriage and Family Therapy program is accredited by the Commission on Accreditation of Marriage and Family Therapy Education, American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, VA 22314; (703) 839-9808; www.aamft.org.

The baccalaureate and master's music programs of the Townsend School of Music are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; (703) 437-0700; www.nasm.arts-accredit.org.

The Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs in the Georgia Baptist College of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791; www.aacn.nche.edu/ccne-accreditation. Georgia Baptist College of Nursing is approved by the Georgia Board of Nursing, 237 Coliseum Drive, Macon, Georgia, 31217-3858, (478) 207-1640.

The Doctor of Pharmacy program in the College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603; (312) 664-3575; www.acpe-accredit.org.
The Master of Arts in Christian Ministry, the Master of Divinity, and the Doctor of Ministry programs in the James and Carolyn McAfee School of Theology are accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; (412) 788-6505; www.ats.edu.

Students

The Cecil B. Day Campus serves primarily an Atlanta-based, commuting student body. Although its students are mainly drawn from the commuting area, a significant number, particularly in the health-related and business programs, are attracted to Atlanta from all over the Southeast, as well as from foreign countries.

The student body is diverse. Many are nontraditional students, and many study on a part-time basis. The average age of on-campus students is twenty-eight years. International students make up approximately fifteen percent of the student body, and this group greatly broadens the range of cultural experiences available, through the educational process and social contacts. The Campus is active in providing a number of off-campus degree programs.

Mercer University recognizes the significant role of students in institutional decision-making. Students in the University’s schools and colleges serve with faculty and staff on many committees. Various student government organizations serve as the voice of the students and are liaisons with the administration and faculty.

Campus

The Cecil B. Day Campus of Mercer University is located on a superb tract of approximately 300 beautifully wooded acres in northeast Atlanta. The campus is conveniently accessed from two interstate highways, I-85 and I-285. The campus houses the College of Pharmacy, the College of Health Professions, the James and Carolyn McAfee School of Theology, the Georgia Baptist College of Nursing, the Tift College of Education, the Stetson School of Business and Economics, the Penfield College of Mercer University, and the English Language Institute. Located in one of the major growth corridors of Atlanta, the campus is conveniently close to a rapidly growing business and corporate environment, as well as to an expanding population base.

Monroe F. Swilley, Jr. Library

"Learning happens here" is both the motto and the vision of the Monroe F. Swilley, Jr. Library. The library is a place, both real and virtual, for students at the Cecil B. Day Campus of Mercer University to pursue their research needs.

Built in 1982, the library holds approximately 150,000 print books plus another 40,000 that are electronic, 1.9 million microforms, 400 print journals, and 6,000 full-text electronic journals. These materials, plus videos, CD's, and DVD's support the programs of all the colleges on the Atlanta campus.

For materials that are inaccessible locally or online, the library may borrow them from Mercer University’s other libraries through the campus’s integrated library system. Additionally, the library offers an interlibrary loan service which allows students to access a broad spectrum of materials from national and international sources. The Swilley Library also belongs to the Atlanta Regional Council for Higher Education, a metro-area consortium of educational institutions that share interlibrary loan and interlibrary use privileges. The library’s other memberships include those in the Atlanta Health Sciences Libraries Consortium, the Georgia Interactive Library Network, the American Theological Library Association, and the American Library Association.
The library has hard-wired as well as wireless networks for use by students and faculty who have their own laptops or who wish to check out one of the library's laptops. For group work, students may check out one of twenty group study rooms equipped with white boards and laptop connections. The library has two multimedia seminar rooms with computer projection equipment that graduate students may use for computer simulations or presentations.

Liaison librarians work with each college that is supported academically by the library. The liaisons offer customized library instruction in regular classrooms or in the fully equipped Dr. Jean Hendricks Library Classroom, which is located on the lower level of the library. Specializing in reference work in their subject areas, liaisons also are outfitted with projection equipment and laptops in order to lead students in hands-on learning. Moreover, they work to build the library's print and electronic collections collaboratively with the faculty of each college. Liaisons frequently serve as adjunct faculty in the colleges.

The library is a cultural gathering point on campus, as well as a center of learning. Many students choose to study in the "quiet zone" on the lower level, surrounded by the art exhibits hanging in the Brown Art Gallery; others study in the lounge while relaxing with a hot drink. Displays and exhibits from the library's Special Collections and Archives are scattered throughout the building. Special Collections and Archives itself is open by appointment.

The library has seating for 250 students and is open eighty-two hours per week. After-hours study is available virtually 24/7 by use of the library's 120+ databases or in the cafeteria in real time after-hours. The cafeteria has wireless connections and Bear Card (I.D.) access for safety.

Special Programs

Grants and Contracts Office
The Grants and Contracts Office (GCO) at Mercer University is the centralized administrative office that oversees the entire award process from the proposal submission to the award close out. This includes proposals and awards in support of any sponsored program to include Research, Instruction, Training, and Community Service Projects. GCO has an enhanced database that houses the University's grant and contract information.

GCO assists faculty in all aspects of the pre-award process. It assists faculty in finding funding opportunities and provides general support to faculty for the preparation and submission of proposals including assistance with budget preparation and review. GCO is responsible for coordinating the routing of proposals for administrative review and approval prior to submission of applications to sponsoring agencies.

GCO manages all aspects of post-award administration. It is responsible for establishing accounts, managing budgets, authorizing expenditures, ensuring compliance with University policy and agency guidelines, collecting time and effort certifications, invoicing and reporting. Additional information can be found at: http://grants.mercer.edu

Atlanta Regional Council for Higher Education
Mercer University is a member of the Atlanta Regional Council for Higher Education in the Atlanta-Athens area. The member institutions are: Agnes Scott College, Savannah College of Art and Design, Atlanta University Center, Brenau University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Pulp and Paper Science and Technology, Kennesaw State College, Morehouse Medical School, Oglethorpe
University, Southern Polytechnic State University, the University of Georgia, and Mercer’s Atlanta Campus.

The Council conducts inter-institutional programs in education, research, and administrative support. A major emphasis is on inter-library cooperation for sharing of library resources and services. Interdepartmental groups provide support for cooperative academic programs and a visiting scholars program. A cross registration program permits a student at any member institution to register for an approved course at any University Center school and receive credit that may be applied to his/her degree program. Tuition costs are paid to the student’s home institution. The aim of the program is to enable students to enrich their undergraduate programs by pursuing course-work in areas of study that are not available on their own campuses. To be eligible to participate, a student must have the recommendation of the faculty advisor and the approval of the Coordinator of Cross Registration. For information concerning the policies and procedures of cross registration, see the “Cross-Registration” section under “Academic Information.” The Coordinator of Cross Registration may be identified through the Registrar’s Office.

Air Force ROTC

Mercer University students may participate in the Air Force Reserve Officer Training Corps through the ARCHE cross-registration program. It involves an elective curriculum taken alongside required college classes. Students participating in the program will attend Air Force ROTC classes and training taught weekly at the Georgia Institute of Technology on Tuesdays and Thursdays. Students earn a college degree and an officer’s commission in the U.S. Air Force at the same time. A student who completes the Air Force ROTC Program qualifies as a commissioned officer and will be allowed to enter active duty in the U.S. Air Force. Air Force ROTC offers competitive 4, 3.5, 3, 2.5, and 2 year college scholarships to qualified college students based on merit. Non-competitive scholarships are also available based on major to include foreign languages. Scholarships vary from $3,000, $9,000, $15,000, all the way up to full tuition and required fees. Scholarship winners also receive a stipend of up to $400 for each academic month in addition to a $750 allowance for books and other educational items. Non-scholarship students also receive the stipend and book allowance as contracted cadets in the program. Students are subject to all rules and regulations of the ARCHE program.

International Programs

The Office of International Programs (OIP) is the central administrative unit of international education at the University. The OIP is responsible for the study abroad program, student and faculty exchange programs, international student and scholar services (F-1 and J-1 visa advising) and the English Language Institute (ELI). The OIP manages the University’s relationships with foreign universities and academic programs. The OIP’s mission is to support students and faculty in each of these areas of international education. In addition, the OIP works with the Office of Admissions on the recruitment and matriculation of international students to degree programs at the University.

International Student and Scholar Services

The International Student and Scholars’ Program mission is to advise Mercer students with F-1 visas and exchange students/scholars with J-1 visas. The coordinator of international student advisor is responsible for advising Mercer’s international community on these federal immigration regulations. All degree-seeking students with F-1 visas on the Atlanta campus and the Regional Academic Centers will need to visit the
international student and scholar services advisor. Students in the Atlanta English Language Institute (ELI) will also need to visit this office on the Atlanta campus.

For more international student and scholar information, please consult the department’s web site at http://international.mercer.edu/. Telephone inquiries can be made (678) 547-6151.

**English Language Institute**

The English Language Institute (ELI) is designed to assist international students with developing English language skills at levels sufficient to succeed in an American academic setting. Grammar, reading, writing, and speaking skills are taught using an integrated approach. These skills are reinforced in the computer language laboratory. Students who successfully complete the ELI program (level six) will fulfill the English language requirement for acceptance into most undergraduate and some graduate programs.

The curriculum is divided into six levels of skill development. There are six eight-week academic sessions that begin in August, October, January, March, May, and July.

International students interested in a degree program in Macon may take ELI courses in Atlanta prior to matriculation in a Mercer college or school. Upon successful completion of the Atlanta ELI, international students may transfer to the Bridge Program in the Penfield College of Mercer University or a degree program on the Atlanta or Macon campus. Please refer to the International Admissions criteria in the catalog for more information.

For more information about enrolling at the English Language Institute, visit the department’s website at http://international.mercer.edu/english-language-institute/, send an e-mail inquiry to eli@mercer.edu, or telephone (678) 547-6151.

**Bridge Courses For International Students**

Bridge courses at Mercer University assists international students in further developing the mathematics, communication, and written skills needed for university-level course work. Classes are offered on the Cecil B. Day Campus in Atlanta through the Penfield College of Mercer University. Undergraduate students who are accepted conditionally into a Mercer degree program or a prospective graduate student who needs additional language instruction can take transition courses. Students enrolled in the program must complete all of the following requirements:

1. Assessment of mathematics proficiency is accomplished through use of an online assessment tool to determine the level of functional knowledge in algebra and pre-calculus, including analytic trigonometry. Based on the results of the proficiency assessment exams, students may be exempt from taking one or more of the following courses:
   - MATH120 Intermediate Algebraic Procedures for Problem-Solving
   - MATH130 Topics in Pre-calculus
   - MATH150 Analytic Trigonometry*

   *Exception may apply for certain majors.

   For additional information, please contact the International Student advisor through the Office of the Dean (678) 547-6028.

2. Students enrolled in the Bridge Program must also complete the following courses:
   - UNIV110 The Culture of the University
   - FDSL130 Language and Communication*
   - ENGL100 Critical Thinking, Reading, and Writing
• COMM171  Introduction to Public Speaking

*Students enrolled in FDLS 130 must receive a grade of C or higher in order to register for LBST 175 and LBST 180.

Bridge courses are taught by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

Additionally, students gain an appreciation for flexible and creative scheduling of courses allowing them to develop a stronger presence at Mercer University. Therefore, students will benefit from engaging native speakers of the English language in both the academic and popular cultures.

Additional requirements may apply as determined by individual colleges/schools at Mercer University.

Mercer Exchange Programs

Mercer faculty can participate in an existing professorial exchange program or propose a new academic linkage with a foreign university. There are numerous exchange opportunities for faculty in the various colleges and schools. Faculty members interested in arranging an exchange program should contact the Director of International Programs at (678) 547-6151, or visit the web site at http://international.mercer.edu/.

Study Abroad Programs

All study abroad programs conducted on the Atlanta campus and at the University’s regional academic centers are coordinated through the Study Abroad Office, located on the Macon Campus. The Office of Study Abroad facilitates foreign educational experiences in order to support students’ liberal education and enhance the individual’s pursuit of vocation. Students who study abroad at Mercer University demonstrate stronger skills in critical thinking, problem-solving, and cross-cultural communication, all of which aid students’ understanding of globalization and prepare them for life in the complex and interdependent world of the twenty-first century.

In addition to the semester- and year-long study abroad programs offered throughout the world, Mercer also offers a variety of short-term faculty-led programs during summer sessions. Faculty-led study abroad programs allow students to learn more about another culture and earn academic credit while being mentored by a Mercer faculty member in a foreign cultural setting. Faculty-led study abroad programs are usually 2-5 weeks in duration and range in the number of credit hours given (usually 3-6). In the past Mercer professors have taught students in Australia, Belize, Brazil, Costa Rica, Denmark, England, France, Greece, Italy, Japan, Mexico, Scotland, Senegal, Sweden, and Tanzania. For more information on the types of programs being offered this year, cost, and financial aid, please contact the Study Abroad Office, visit the web site at http://international.mercer.edu/, or send an e-mail inquiry to oip@mercer.edu.

Alumni Association

The Alumni Association is composed of all former students of Mercer University and all recipients of Mercer non-credit continuing education certificates. At the present time, there are approximately 30,000 alumni/ae whose addresses are on record in the Office of University Relations and Development. These Mercerians are located in 50 states and 44 foreign countries.

The purpose of the association is to perpetuate the friendships formed in college days and to foster the causes of education in general and specifically at Mercer
University. One of the functions of the association is the promotion of the Annual Alumni/ae Fund, which provides opportunities for contributions to advance the scholarship and student aid funds and provides many education enhancements to strengthen academic programs.

The association is organized by chapters in geographical areas and by major professional groups: ministers, attorneys, pharmacists, and teachers. The professional and area groups have annual meetings. The affairs of all alumni/ae are directed by the officers and the executive committees of the groups.
Campus Life

Student Health Insurance

Mercer students must maintain primary insurance coverage. Students, except those enrolled in the Regional Academic Centers or distance learning programs, are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from the Mercer account, a student must show evidence of enrollment in a personal insurance plan.

Immunization Policy

Note: Students in the College of Pharmacy and College of Health Professions should consult their colleges for specific immunization requirements which differ from those required of other colleges/schools within the University.

The “Mercer University Student Health Form” is required and must be signed by a healthcare provider, with the provider’s name and address included. Any official document of immunization also may be accepted (attach copy to form). Students are encouraged to keep a photocopy of this complete form for their personal records. Health Science students should submit this form to their respective schools. All other Mercer students submit your form to Student Health, 206 Sheffield Center.

Mercer students must provide documentation of immunization against Measles, Mumps, and Rubella (MMR), giving the month and year of immunization. A statement of “up to date” is not sufficient. Two doses of Measles (Rubeola) vaccine are required. You must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of the disease is proof of immunity against Measles and Mumps (a physician’s statement is required) but not proof of Rubella. Students born before 1957 do not need to show proof of immunity to Measles, Mumps or Rubella. If a student is unable to provide proof of exact dates of immunization (for Measles, Mumps and Rubella), he or she may document immunity with a blood test called a MMR titer. If the testing shows no immunity, the first dose of MMR, with a second to follow in 30 days, is indicated. MMR titers may be done at Mercer Student Health for a fee; call for an appointment and details (678-547-6130).

Tuberculosis screening (within the past year is required of all nursing students. Students at the risk for TB will be required to have a PPD skin test (Mantoux) or a TB blood test called T-spot. The tine tuberculosis test is not acceptable. Students should be tested regardless of prior BCG vaccination. Any student with a positive skin test will be required to provide a report of a normal chest x-ray (done after the positive PPD) to be eligible to register. Students may opt to do a T-spot for a more accurate test result instead of a chest x-ray. A physician should evaluate individuals with a positive tuberculosis skin test. TB tests can be done at Mercer Student Health for $25 fee. This is a two-part test; patients must return in 2-3 days after the test for a reading. No tests are administered on Thursdays.

Do not assume that childhood immunizations are adequate; requirements have changed during the past several years. Medical facilities in the U.S. and in other countries are required to keep records of vaccinations. Additional sources of immunization information include doctor’s offices, health departments, and schools. Students should make copies of the completed health form for their own files, and then mail the original forms. Do not rely on healthcare providers, family members or other colleges to mail the forms.
Food Services

The MAC is a full-service cafeteria located in the Pharmacy Administration/Cafeteria Building. Information concerning its specific services and hours of operation may be obtained in the facility (building 6 on campus map).

International Student Services

The Coordinator of International Students and Scholars is located in Day Hall and has resources to assist international students with their transition to Mercer. Information concerning housing, finances, international programs in Atlanta, and U.S. government regulations concerning international students is available.

Student Affairs Division

All departments in the Student Affairs Division are located within the Sheffield Student Center, with the exception of Career Management located in the ACC building. The Office of the Dean of Students oversees these departments to ensure that all Mercer students receive quality services, opportunities for personal leadership development, and chances to participate in social and recreational activities. Students are welcome to make an appointment with the Dean of Students to discuss any concern or issue regarding student life on the Atlanta campus. Claire Dyes can be reached electronically at dyes_c@mercer.edu. Suggestions may also be made online via the Atlanta Student Affairs website http://AtlStuAffairs.mercer.edu.

Campus Life oversees the following services:

- **Housing**: On-campus apartments house 184 students in one-, two-, and four-bedroom configurations.

- **ACCESS and Accommodations** (formerly Disability Services): Students who have special needs due to physical or learning disabilities must contact this office to receive accommodations.

- **Student Activities/Organizations**: Students interested in planning or participating in activities or organizations other than those provided by their school or colleges are invited to submit their suggestions to Campus Life. Additional information follows in Student Organizations and Campus Activities.

- **Judicial Affairs**: Determines responsibility in cases of alleged Code of Conduct violations.

Student Organizations and Campus Activities

If you want to get involved, share a program idea, or start a new campus wide club or organization, contact Assistant Dean for Campus Life, located in Suite 212 of the Sheffield Student Center. You can also call 678-547-6823.

Baptist Collegiate Ministry was initially formed in the College of Nursing and now has membership representing most of Mercer’s schools and colleges. You do not have to be Baptist to join. The group is interdenominational and provides many opportunities for good fellowship. For more information contact the Campus Chaplain by emailing Paul Millarc at paulmillarc@gmail.com.

Mercer Atlanta’s chapter of Habitat for Humanity works in cooperation with the DeKalb County Affiliate and seeks to provide opportunities for students to serve on building projects and educate the student body on issues of homelessness. For more information about Habitat, contact Grady Strom at strom_jg@mercer.edu.
Delta Sigma Theta is a University recognized sorority. Established in 1913 at Howard University, Delta has clearly established itself as a public service organization that strives to confront the problems of African Americans and hence, all Americans. This organization invites any undergraduate woman to apply for membership. For more information, contact the Program Office (678-547-6815) for current contact information.

Alpha Kappa Alpha Sorority, Inc. was founded January 15, 1908 at Howard University and is deeply rooted in service, sisterhood and scholarship. Open to all undergraduate women, AKA has initiated such prominent individuals as Coretta Scott King, Maya Angelou, and Toni Morrison. Alpha Kappa Alpha has enhanced the quality of collegiate life on every campus it has graced. For more information, contact the Program Office (678-547-6815) for current contact information.

The Office of Career Management, located in the Administration and Conference Center (ACC) in Atlanta, offers a range of services to assist all undergraduate, graduate, and professional students and alumni in making informed employment choices based on their individual career needs. We partner with students to develop and hone job search skills applicable to areas of study. Valuable resources and information are available to effectively navigate the career management process and facilitate successful career transitions including, but not limited to, career exploration, résumé preparation, interviewing skills, strategic job search methods, and networking. Individual appointments and computer-based career resources and job and internship opportunities are available through www.mercerprofessional.org.

Wellness and Recreation is located on the lower level of the Sheffield Student Center. The Sheffield Gym facilities include a basketball gymnasium, a 25 yard heated indoor pool, group fitness room, game room, and a workout room with various cardio, strength, and resistance training equipment for use by Mercer faculty, staff, and students who hold valid Mercer ID’s. The facility is also available for use by the immediate family members of faculty, staff, and students. The Sheffield gym is open Monday-Friday from 6 a.m.-9 p.m. and Saturdays from 8 a.m.-6 p.m.

Wellness and Recreation offers many programs and activities, as well as a variety of fitness classes each semester to help participants maintain a healthy lifestyle. For more information, please contact Karen Reynolds, Assistant Director for Wellness and Recreation at Reynolds_kr@mercer.edu. You may also call her at 678-547-6415. For general information, you may call the front check-in-desk at 678-547-6369 or visit the website at https://atlstuaffairs.mercer.edu/wellness.

Student Health and Counseling (SHAC)

Student Health and Counseling (SHAC) promotes the personal and educational success of Mercer students through health-related services and activities that support student learning and the academic environment. SHAC’s integrative model views health holistically and reflects a commitment to the well-being of the whole person through the provision of limited medical and brief mental health services.

The Student Health Clinic (Located in 206 Sheffield) is staffed by a part-time family nurse practitioner, a part-time registered nurse, and an administrative assistant, all supported by underwritten protocols of a physician consultant. A physician is onsite for ½ day three times monthly for visits and consultations via appointment.

Health services for currently enrolled students include, but are not limited to, the following:

- Appointments for minor illnesses
- Clinical compliance requirements
- Immunizations/vaccines (e.g., Hep B and T-Dap)
• Tuberculosis screenings (i.e., TB skin tests or T-spot)
• Blood pressure monitoring
• Lab work and/or proof of immunity titers
• Limited health screenings (e.g., school / travel / camp)

Counseling Services (Located in 215 Sheffield) supports students’ personal growth and life development skills. An initial consultation and assessment period is followed by recommendations which may include free, brief psychotherapy on campus, and/or referrals to other resources on and off campus as appropriate. The counseling center is the designated campus resource offering a level of confidentiality protected by law for reporting sexual assault or similar concerns; it is staffed by several part-time licensed professional counselors who are prepared to assist currently enrolled students with a variety of issues, including:

- Abuse/Harassment
- Anxiety
- Career or Workplace
- Depression
- Family Conflicts

- Grief or Loss
- Health Goals/Personal Growth
- Interpersonal Relationships
- Mindfulness Based Stress Management
- Study Skills/Time Management

Off-campus referrals are made by both services when student needs exceed the scope of services provided by SHAC, e.g. annual physicals, psychiatric evaluations, long-term psychotherapy, and management of chronic and/or persistent conditions.

Please visit our website for more details (including applicable fees for laboratory services and certain medical procedures): https://atlstuaffairs.mercer.edu/shac/

**Mercer E-Mail**

All students are assigned a Mercer e-mail address. This is the address that will be used for official university e-mail correspondence to students.

**Student Conduct**

The University expects students to conduct themselves in a manner that reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal.

The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline is limited to conduct that adversely affects the University’s pursuit of its educational objectives. The following are examples, but not limited to, of such conduct:

1. Obstruction, coercion, intimidation, or abuse of any member of the Mercer community.
2. Intentional disruption or physical obstruction of teaching, research, and other institutional activities.
3. Theft from or damage to University facilities or property, or damage to or theft of the property of a member of the University community.
4. Possession or consumption of alcoholic beverages.
5. Possession or use of drugs prohibited under federal and/or state statutes.
6. Possession of Firearms or weapons, except where authorized by established University policy.

Any student held responsible for such offenses as the above may be subject to expulsion, suspension, other such other disciplinary measures as may be deemed
appropriate by the proper authorities of the University. The President of the University or
designee has the responsibility and power to act as final authority and arbitrator in
matters of student discipline and conduct, as set forth in the Charter and Bylaws of the
University.

Additional information regarding the Code of Conduct can be found in the Atlanta
Supplemental Student Handbook, as well as the handbooks of specific schools and
colleges.

Honor Societies

Alpha Phi Sigma (for Graduate Students in Public Safety Leadership)

Alpha Phi Sigma is a national honor society whose primary purpose is to recognize
and promote high scholarship among students actively engaged in collegiate preparation
for professional services; to keep abreast of the advances in scientific research; to
elevate the ethical standards of the public safety professions; and to establish in the
public mind the benefit and necessity of education. The society recognizes academic
excellence by undergraduates as well as graduate students of Criminal Justice Sciences.

To become a member the student must:

1. Have completed one-third of his/her total hours required for graduation at
   Mercer
2. Maintain a minimum of 3.4 overall GPA
3. Maintain a minimum of a 3.4 GPA in public safety courses
4. Completed a minimum of four courses within the public safety curriculum

Alpha Phi Sigma (for Undergraduate Students in Public Safety
Leadership)

Alpha Phi Sigma is a national honor society whose primary purpose is to recognize
and promote high scholarship among students actively engaged in collegiate preparation
for professional services; to keep abreast of the advances in scientific research; to
elevate the ethical standards of the public safety professions; and to establish in the
public mind the benefit and necessity of education. The society recognizes academic
excellence by undergraduates as well as graduate students of public safety. To become
a member as an undergraduate, the student must:

1. Have completed one-third of his/her total hours required for graduation at
   Mercer
2. Maintain a minimum of 3.2 overall GPA
3. Maintain a minimum of a 3.2 GPA in public safety courses
4. Rank in the top 35% of classes
5. Completed a minimum of four courses within the public safety curriculum
6. Have declared Public Safety Leadership as a major or minor

Alpha Sigma Lambda Honor Society

Alpha Sigma Lambda is a national honor society for adult students in higher
education. The Zeta Upsilon Chapter of this society was established at Mercer
University in 1990. The purpose of the Zeta Upsilon Chapter of Alpha Sigma Lambda is
to provide an association for students who have demonstrated academic excellence
while completing an undergraduate degree. The criteria for membership in the Zeta
Upsilon Chapter are:

1. Attendance at Mercer University for a minimum of three semesters.
2. Completion of a minimum of 48 semester hours with Mercer, including
twelve semester hours of liberal arts/sciences courses at Mercer,
3. Rank in the highest ten percent of all graduating seniors within the Penfield College of Mercer University.

These requirements are in accordance with the standards prescribed in the National Constitution of Alpha Sigma Lambda.

**Beta Gamma Sigma**

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB International. The society's mission is to encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

Election to lifetime membership in Beta Gamma Sigma is the highest honor a business student anywhere in the world can receive in an undergraduate or master's program at a school accredited by AACSB International. Eligibility for membership is determined by high academic achievement. Only the top 20% of graduate students, the top 10% of seniors, and the top 7% of juniors, based on grade point average, are eligible for membership and lifetime benefits. With more than 500,000 members worldwide, and alumni chapters in major metropolitan areas across the United States, the Society's membership comprises the brightest and best of the world's business leaders.

**Chi Sigma Iota**

**Mu Upsilon Alpha Chapter**

Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. The mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The criteria for membership in the Mu Upsilon Alpha chapter of Chi Sigma Iota International are:

1. Completion of at least 12 credit hours in a Counseling Program leading to a Master's Degree.
2. A cumulative GPA of 3.5 or higher (on a 4.0 point scale).
3. Approval by the Chapter Advisor and the membership committee.

**Omicron Lambda Honor Society**

Omicron Lambda is a local honor society whose primary purpose is to recognize college seniors in the organizational leadership undergraduate degree program at Mercer University for high scholarship and all-around excellence in leadership and service.

The criteria for membership in the society are:

1. Students must be seniors enrolled in the Organizational Leadership program at Mercer University and must not have been awarded any baccalaureate degree.
2. Students must have been in attendance at Mercer University for a minimum of three semesters.
3. Students must rank in the highest five percent of all those students who satisfy the requirements enumerated in (a) and (b) above provided the minimum grade point index shall not fall below 3.9 on a 4.0 scale. The cumulative scholastic record of the student as interpreted by Mercer University shall be the basis for computing scholastic eligibility.
Pi Alpha Honor Society

Pi Alpha is the national Physician Assistant (PA) honor society organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees' significant academic achievement and honors them for their leadership, research, community/professional service, and other related activities.

The society also encourages a high standard of character and conduct among students and graduates.

Rho Chi Society—Gamma Alpha Chapter

The Gamma Alpha Chapter of Rho Chi was established at Mercer University in 1967. Charters for chapters of this organization are granted only to groups in schools or colleges that are members in good standing of the American Association of Colleges of Pharmacy. Eligibility for membership in the society is based on high attainment in scholarship, character, personality, and leadership. To be selected for membership in the chapter is the highest scholastic honor awarded to a student in the profession of pharmacy.

All candidates selected for membership must have completed seven semesters, or their equivalent, of scholastic work applicable toward a professional pharmacy degree. They must be in the top 20 percent of their classes and have attained a B average in both their overall university work and their professional coursework. They must be approved by the members of the society and the Dean of the College of Pharmacy.

Parking Regulations

For the safety of pedestrians and protection of property, the University requires that all motor vehicles operated on Mercer University property by students, faculty members, and staff members be registered during the first week of the fall term. If vehicles are acquired after the first week, these vehicles must be registered at once with the Mercer Police Department. Operating an unregister ed motor vehicle (automobile, motorcycle, scooter, etc.) on University property will subject the operator to a penalty.

New permits are issued annually, in the fall. The parking decal should be placed on the lower corner of the driver's-side front window.

Any person requiring use of the parking spaces reserved for the handicapped should obtain a permit issued by the State of Georgia, as required by law.

Mercer University assumes no responsibility for the care or protection of any vehicle or its contents while it is parked on University grounds. KEEP YOUR VEHICLES LOCKED.

Penalties

Violators of the following traffic regulations are subject to the designated penalties.

<table>
<thead>
<tr>
<th>Violation Type</th>
<th>Fines Per Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Decal or Invalid Decal</td>
<td>1st Ticket: $25</td>
</tr>
<tr>
<td>Red or Yellow Curb</td>
<td>2nd Ticket: $35</td>
</tr>
<tr>
<td>Parking on Grass</td>
<td>3rd Ticket: $45</td>
</tr>
<tr>
<td>Parking in Service Vehicle Only Area</td>
<td>4th Ticket: $55</td>
</tr>
<tr>
<td>Parking in Tow Away Zone</td>
<td>5th Ticket: $65</td>
</tr>
<tr>
<td>Parking in a Driveway</td>
<td></td>
</tr>
<tr>
<td>Parking in a Fire Lane</td>
<td></td>
</tr>
<tr>
<td>Using a Not Valid Parking Place</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Vehicles are banned from campus after receiving 5 tickets.**
There are several tow-away zones on campus; these include loading zones, handicap parking spaces, trash pick-up zones, and fire lanes. The University enforces the rules for these areas, and violators must pay all fines or tow charges. DO NOT PARK IN TOW-AWAY ZONES, even for a few minutes.

Recipients of tickets for violation of traffic regulations will be allowed five (5) days from the date of the ticket (not including weekends and official University holidays) to pay fines or to file an appeal. After that time, the amount of the fine, plus an additional $2.00 for failure to pay the ticket, will be charged against the owner of the vehicle involved.

TRANSCRIPTS WILL NOT BE RELEASED, AND ALL UNIVERSITY SERVICES WILL BE WITHHELD FOR UNPAID FINES OR UNANSWERED SUMMONSES. Flagrant violations of regulations may result in dismissal from the University.

Traffic Citation Appeal Procedure

Students, faculty, and staff of Mercer University in Atlanta may appeal traffic citations in the following way:

1. Appeals must be made in writing upon a standardized form within 5 days of the date of the traffic citation.

2. Appeal forms may be obtained in the Police Department.

3. Completed forms must be received by the Traffic Appeals Committee within the 5-day period allotted. The forms may be mailed to: Mercer University, 3001 Mercer University Drive, Atlanta, GA 30341, ATTN: Traffic Appeals Committee.

4. The Traffic Appeals Committee will act upon your appeal and notify you in writing of the judgment made.

Students who appeal traffic citations late in the course of a semester should pay the fine so that grades will be released and registration for subsequent semesters is not disallowed. If the Committee renders a decision in favor of the student, the fine will be refunded.
Financial Information

2015-16 Academic Year Only

Mercer University makes every effort to keep the costs of education at a reasonable level and to help qualified students to finance a Mercer education. Many types of financial assistance are available. The Atlanta Bursar’s Office is eager to help students in their financial planning to meet the costs of education.

Tuition and Fees

Tuition and fees are assessed each term in accordance with the following schedule:

Eugene W. Stetson School of Business and Economics

<table>
<thead>
<tr>
<th>Graduate Programs</th>
<th>Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration</td>
<td>$706/hr</td>
</tr>
<tr>
<td>Executive Master of Business</td>
<td>(Contact the Stetson School of Business and Economics for current rates.)</td>
</tr>
<tr>
<td>Master of Science in Accountancy</td>
<td>$706/hr</td>
</tr>
</tbody>
</table>

Tift College of Education

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>$422/hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education</td>
<td>$560/hr</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>$560/hr</td>
</tr>
<tr>
<td>Specialist in Education</td>
<td>$585/hr</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>$689/hr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special fees for each course:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 601</td>
<td>$155</td>
</tr>
<tr>
<td>EMAT 608, 609</td>
<td>$250</td>
</tr>
<tr>
<td>EMAT 611, 612</td>
<td>$375</td>
</tr>
<tr>
<td>EDUC 608, 662, 676, 679</td>
<td>$75</td>
</tr>
<tr>
<td>EDUC 725, 726, 727</td>
<td>$75</td>
</tr>
<tr>
<td>Educational Leadership Academy Fee for EDEL Courses</td>
<td></td>
</tr>
<tr>
<td>601, 621, 645A, 645B, 655, 703, 704, 810, 811, 898</td>
<td>$75</td>
</tr>
<tr>
<td>EDEL 609, 645A, 645B, 646, 647, 649</td>
<td>$155</td>
</tr>
</tbody>
</table>

Penfield College of Mercer University

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>$422/hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science</td>
<td>$560/hr</td>
</tr>
<tr>
<td>Educational Specialist</td>
<td>$585/hr</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>$689/hr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship, fieldwork, practicum for Graduate degree</td>
<td>$100</td>
</tr>
<tr>
<td>programs</td>
<td></td>
</tr>
<tr>
<td>(COUN 609, COUN 610, COUN 639, COUN 640, COUN 710,</td>
<td></td>
</tr>
<tr>
<td>COUN 910, PSLD 632, RHAB 609, RHAB 610)</td>
<td></td>
</tr>
<tr>
<td>Testing and Assessment fee (COUN 617)</td>
<td>$50</td>
</tr>
</tbody>
</table>

James and Carolyn McAfee School of Theology

| Master of Divinity                                    | $392/hr  |
| Master of Christian Ministry                         | $392/hr  |
| Doctor of Ministry                                   | $350/hr  |
### College of Pharmacy

**Doctor of Pharmacy**

- **Student enrolled in 12 or more hours per semester**
  - Per Semester: $17,112
  - Academic Year (2 semesters): $34,224

- **Student enrolled in less than 12 hours per semester**
  - Per Semester Hour: $1,141/hr

**Fourth-Professional-Year Student (8 per year)**

- Per Five-Week Advanced Practice Experience: $4,278/ea

**Transient Student**

- Per Semester Hour: $1,141

### College of Health Professions

**Master of Medical Science (Spr 2016 cohort)**

- $10,312/sem

- **PA 520 Equipment & Supplies Fee**
  - $2,500

**Master of Public Health**

- $923/hr

- **MPH 621 Software Fee**
  - $1,140

**Doctor of Physical Therapy**

- $9,805/sem

- **PT 508 Equipment & Supplies Fee**
  - $450

- **PT 638 Lab Fee**
  - $100

### Miscellaneous Fees

#### Facilities and Technology Fee:

- **Undergraduate students enrolled in**
  - 12 hours or more: $150/semester
  - 11 hours or less: $12.50 per credit hour
  - Graduate and prof. students enrolled 9 hours or more: $150/semester
  - Graduate and prof. students enrolled 8 hours or less: $17.00 per credit hour

- **Audit Fee (for full-time student)**:
  - no charge for one audit per semester
  - Each additional audit: $150

- **Audit Fee (for Theology Students)**
  - $50/hr

- **Application Fee (non-refundable)**
  - $25 - $50 (fee varies by college)

- **Application Fee (non-refundable) for International Students**
  - $100

- **Thesis Binding Fee**
  - $30

- **Dissertation Binding Fee**
  - $65

- **Personal Copies (if desired)**
  - $10

- **UMI Microfilm Publication**
  - $65

  (Copyright registrations will be additional.)

- **Late Registration**
  - $50

- **Late Payment Fee**
  - $50

- **Registration Reinstatement Fee**
  - $50

- **Payment Plan Fee**
  - $50

#### Transcript Related Fees

- **Transcript Fee (for two to five-day service)**
  - no charge

- **Transcript on Demand (immediate service)**
  - $25

- **Document Faxing Fee**
  - $5

- **Returned Check Fee**
  - $50 or 1% of the face value of the check, whichever is greater. (The obligation and fee for returned checks must be paid in cash, cashier’s check, or money order. After two returned checks, students are on a “cash only” basis with the University.)
Please note that the above listed tuition rates and miscellaneous fees are for the 2015-2016 academic year and are subject to change without prior notice.

**Statement of Student Responsibility**

Prior to registering, students are required to read and acknowledge the Statement of Student Responsibilities indicating their understanding of their academic and financial obligations associated with enrollment at Mercer University. This document is available in the My Mercer Portal and must be completed online each academic year prior to registration.

The registration of a student signifies the assumption of definite financial obligations between himself or herself and the University.

**Billing and Fee Payment**

All students will be electronically billed and may access tuition statements through their MyMercer account. Notification emails are sent to the student’s official Mercer email address when new statements are posted. **Tuition is always due the first day of the term.**

Only those students who register for a given semester during early registration will be billed for the semester in advance. Accounts may later be adjusted and rebilled based on changes in class schedules and financial aid awards. Students who are not early registered and billed prior to the beginning of the semester must be prepared to pay tuition and fees at the time they register. **A $50 fee per month will be charged for late payment.**

If a student is registered for a particular semester but elects not to attend, the student must officially notify the Registrar. **Non-attendance does not cancel charges and the student will be held financially accountable.**

**PLEASE NOTE:** If payment arrangements have not been made by the first day of the term, the student’s registration is subject to cancellation. The University reserves the right to deny access to, or use of, University facilities to any student with an outstanding balance.

**Official correspondence, notices, and bills from the Bursar Office will be sent to the student’s Mercer designated email address.**

**Payment Methods**

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by MasterCard, Discover, Visa, and American Express. Credit card payments must be made online through the student’s MyMercer Portal. Students paying by credit card will be assessed a convenience fee by the credit card processor. E-check payments are free. The Bursar Office cannot accept coin payments in excess of five dollars.

Students will be notified of their anticipated amounts of financial aid by way of award notifications or letters from the Office of Student Financial Planning. Balances not covered by Financial Aid are due by the first day of class.

In an ongoing effort to assist our students and their families with budgeting educational expenses, Mercer offers a Monthly Payment Plan that allows a student to pay tuition in monthly installments throughout the semester. Also, students who receive company reimbursement may be eligible to participate in our Employer Tuition Assistance Payment Plan. More information concerning these payment options may be obtained by visiting our website at bursar.mercer.edu, or by contacting the Atlanta Campus Office of the Bursar.

Payment of tuition and fees is the responsibility of the student, regardless of sponsorship by his or her employer. To avoid late fees and being placed on registration
and transcript holds, payment arrangements should be made by the first day of class each semester.

**Third Party Payments**

Special billing arrangements involving third parties must be approved by the Office of the Bursar prior to the start of each semester, and applicable vouchers and payment contracts must be received by the last day of the drop/add period. All outstanding balances must be paid 30 days from the last day of classes for a semester. A student using a third-party payment arrangement will be held liable for payment of his or her account in the event that the third party does not pay.

**VA Benefits**

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the University’s Office of the Registrar on the Macon Campus regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Students are responsible for notifying the Office of the Registrar of any changes in benefits or exhaustion of entitlement. **Students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar no later than the first day of class each semester to ensure that their tuition and fees will be paid in full.**

Students receiving tuition assistance paid directly to the University will have their total tuition and fees submitted to VA for payment, minus any tuition-based scholarships awarded for the term. Housing fees, meal plan fees, and miscellaneous fees (parking tickets, housing fines, etc.) are not eligible to be paid by VA and are the responsibility of the student. **Students who have less than 100% entitlement are responsible for paying any outstanding balance that will not be covered by VA no later than the first day of class.**

Students receiving tuition assistance paid directly to the student are encouraged to enroll in the Monthly Payment Plan to avoid holds and late fees on their tuition account. In these cases, the University does not receive funds directly from VA and the student is solely responsible for ensuring that their balance is paid in full by the first day of class or they are enrolled in a payment plan.

Post-9/11 GI-Bill: The U.S. Department of Veterans Affairs provides a maximum amount of benefit per academic year, paid fall through summer, based on the entitlement percentage of the student. This entitlement is available for a maximum of 36 months. Once the maximum has been paid by VA for the academic year, or the end of the entitlement period is reached, the student is responsible for paying any remaining balance on their tuition account. Students with 100% entitlement may be eligible to receive Yellow Ribbon to help cover their balance once the maximum benefit has been paid for the year. For more information on this program, please contact the Office of the Registrar.

**Student Insurance**

All students enrolled in three of more credit hours are required to carry active health insurance while enrolled at Mercer University. Each semester, an insurance premium is assessed at the time of registration. Those who do not wish to purchase the school policy must provide proof of coverage by completing an online insurance waiver at the CORE Management website by the published deadline. Once coverage is verified, the premium charge will automatically reverse off the student ledger. **If the waiver is not entered each semester by the published deadline, the student will be held**
responsible for payment of the non-refundable insurance premium. No exceptions are made to this deadline.

Debts

No records are released and no student is considered by the University as a candidate for graduation until all indebtedness to the University has been settled. The Bursar's Office is authorized to apply to the student's debt any funds needed from the student's scholarships, loans, state grants, or any other student financial aid (unless prohibited by regulations governing said aid). Students with outstanding indebtedness will not be eligible to register for subsequent semesters and may be subject to late penalties and interest charges. Failure to pay any sums due to Mercer University may result in the submission of the students account to a collection agency. If such action is required, the student will be liable to pay the fees of any collection agency, which may be based on a percentage at the maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney’s fees, Mercer University incurs in such collection efforts. All accounts placed with collections will be reported to the Credit Bureau and NSLDS.

Refund Policy

Mercer University will maintain a fair and equitable refund policy by adherence to the Institutional Refund Policy in all programs, in all schools, and on all campuses. This policy is subject to change if there are future changes to the Federal Return Policy or other federal, state, accrediting agency, or institutional policy with which it may conflict.

The criteria for the Mercer Institutional Refund Policy are based upon federal mandates established by the Federal Return Policy, which took effect on all Mercer campuses on August 15, 2000, replacing all existing refund policies throughout the University. The policy applies whether or not Title IV awards are involved.

Questions regarding refund procedures and amounts should be directed to the Office of the Bursar, 3001 Mercer University Drive, Atlanta, GA 30341 (Telephone: 678-547-6121).

Refunds will be calculated based on enrollment of either semester-based programs or session-based programs, as defined below;

Semester-Based Programs: Class enrollment spans the entire semester. Classes typically run 16-weeks.

Session-(or module) Based Program: Enrolled in one or more courses that do not span the entire semester. Typically, there are two 8-week sessions within the semester.

*Special requirements for session-based program refunds will be notated throughout this policy by an asterisk.

Eligibility for refund of tuition, fees and other institutional charges:

A student is not eligible for any refund if:
1) The student fails to formally withdraw
2) The student is suspended for disciplinary reasons
3) The student withdraws when a disciplinary action or honor code violation is pending
4) The student withdraws from a class or classes while currently enrolled in other classes for the semester
5) *The student provides written confirmation that they will return for a future session in the same semester.

**Official and Unofficial Withdrawals**

**Officially Withdrawing:**

1) To officially withdraw from the semester, a student must drop or withdraw from all courses for the term.

2) Students contemplating dropping or withdrawing from courses are urged to first consult their student financial aid counselor for information regarding the impact of this action on their financial aid award.

3) To officially withdraw, the student must complete and return the Term Withdrawal Form obtained from Mercer University Registrar’s Office, or printed from their webpage.

4) The completed form must be received by the Registrar’s Office before withdrawal can be finalized.

5) Refund calculations will be based upon the date the student officially notifies the Registrar’s Office in writing or in person of his/her intent to withdraw.

6) Per federal regulations, a calculation for the return of federal funds will be completed within 45 days of the student “officially withdrawing.”

7) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will then become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.

8) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

9) *Session-Based students who officially withdraw from Session I and are also enrolled in Session II must provide written notification they plan to attend Session II classes. Without this written documentation, the student will be dropped from the Session II classes and a Term Withdrawal Calculation will be completed.

10) *Session-Based students who drop Session II courses while still attending Session I are not considered withdrawals. However, if the student is Pell eligible or receiving the Georgia Tuition Equalization Grant, a downward enrollment calculation is necessary. **NOTE: If the student drops all Session II courses on the final class day for session I through the end of drop/add period for Session II, a withdrawal calculation must be performed even if Session I courses were completed with grades.**

**Unofficially Withdrawing**

1) Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal

2) Failure to “officially withdraw” will result in academic penalties and may affect the student’s Satisfactory Progress rating.

3) Students failing to officially withdraw will be held financially accountable for tuition, fees, and stipends issued to them for the term

4) If a student ceases attendance without notifying the university, a Federal statutory provision allows the university to use the midpoint of the payment period as the withdrawal date for calculating the return of financial aid funds. Otherwise, the university may use the student’s last verifiable day of an academically related activity.

5) Per federal regulations, a withdrawal date will be determined within 30 calendar days from the end of the semester for those students who ceased
attendence without “officially withdrawing” from the University and those students who are determined not to have earned any credit for the semester.

6) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will then become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.

7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

8) “Session-based students who complete Session I, earning a grade(s), then ceases attendance in session II courses are considered “unofficial withdrawals.”

Refund of Non-Tuition Charges

1) If a student withdraws before the first day of classes for the term, housing and/or meals will be charged based on usage up until that point in time.

2) If a student withdraws prior to the beginning of the semester or during the official drop/add period, lab fees, facility/technology fees, and insurance premiums will be refunded.

3) If a student withdraws after the end of the official drop/add period, housing and meal plan refunds are calculated based on the percentages allowable under the Federal Return Refund Schedule.

4) Pre-enrollment deposits and dormitory or housing deposits are non-refundable.

5) Insurance Premiums are non-refundable after the waiver deadline.

6) Additional charges for housing and meals will be assessed on a prorated basis from the date of withdrawal until the student vacates the room and returns his/her key and keycard.

7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

Refund Appeals

Any exception to the University Refund Policy requires a written appeal by the student to the Refund Appeals Committee. Letters must be submitted, along with any supporting documentation, to the University Bursar by the beginning of the semester following the one in dispute. The committee meets monthly and responds in writing. This is the student’s final venue of appeal.

Withdrawal Refund Calculations

The federal government requires the Office of Financial Aid to calculate how much Title IV aid a student has earned. Federal regulations state that a student earns Title IV aid based on the period of time he/she remains enrolled for a particular term.

\[
\frac{\text{Enrolled Days}}{\text{Days in the Enrollment Period}} \times 100 = \% \text{ of Title IV Earned By Student}
\]

Per federal regulations, any federal funds not earned by the student must be returned to the Title IV program in the following order:

- Unsubsidized Federal Direct Stafford Loan
- Subsidized Federal Direct Stafford Loan
- Federal Perkins Loan
• Federal Direct Plus Loan
• Federal Pell Grant
• Federal Supplemental Educational Opportunity Grant
• Other Title IV Aid Programs

Non-Title IV financial aid funds will be returned in the following order:
• State and other loans
• State and other grants/scholarships
• Mercer institutionally-funded loans
• Mercer institutionally-funded grants/scholarships
• Mercer endowment-funded loans
• Mercer endowment-funded grants/scholarships
• Other loans
• Other scholarships
• Student/parent payments

Once a student completes enrollment for 60% of the term, the student has earned 100% of the Title IV aid awarded; no return of Title IV aid is required.

**Semester-Based Federal Return Calculation Example**
The following scenarios illustrate how Federal Return calculations are performed for Semester-Based programs:

**Scenario #1:**
First day of class: August 20th
Last day of exams: December 14th
Holidays: Thanksgiving - November 27-December 1

**Number of calendar days in this enrollment period = 112 days**

A Macon undergraduate student completes and submits a term withdrawal form in the Registrar's office on October 17th.

**Total number of days student is enrolled = 59 days**

\[
\frac{59 \text{ Days}}{112 \text{ Days}} = 52.7\% \text{ Charges/aid earned by the Student}
\]
<table>
<thead>
<tr>
<th>Charges</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$8,648.07</td>
<td>$7,761.93</td>
</tr>
<tr>
<td>Fees</td>
<td>$79.05</td>
<td>$70.95</td>
</tr>
<tr>
<td>Housing</td>
<td>$1,222.64</td>
<td>$1,097.36</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$1,515.39</td>
<td>$1,360.11</td>
</tr>
<tr>
<td>Total</td>
<td>$8,727.12</td>
<td>$7,832.88</td>
</tr>
</tbody>
</table>

**Financial Aid Refund Calculation**

Total Title IV aid to be returned: $4,245 x 47.3% = $2,007.89

Total Non-Title IV aid to be returned: $7,832.88-2008 = $5,824.88

<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized Loan</td>
<td>$1,750.00</td>
<td>$0.00</td>
<td>$1,750.00</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>$2,495.00</td>
<td>$2,237.00</td>
<td>$258.00</td>
</tr>
<tr>
<td>Total Title IV Aid</td>
<td>$4,245.00</td>
<td>$2,237.00</td>
<td>$2,008.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Title IV Aid</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GA Tuition Equalization Grant</td>
<td>$350.00</td>
<td>$0.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>HOPE Scholarship</td>
<td>$1,854.00</td>
<td>$0.00</td>
<td>$1,854.00</td>
</tr>
<tr>
<td>Mercer Scholarship</td>
<td>$7,000.00</td>
<td>$3,379.12</td>
<td>$3,620.88</td>
</tr>
<tr>
<td>Total Non-Title IV Aid</td>
<td>$9,204.00</td>
<td>$3,379.12</td>
<td>$5,824.88</td>
</tr>
</tbody>
</table>

**TOTAL FINANCIAL AID**

$13,449.00 $5,616.12 $7,832.88

**Session-Based Federal Return Calculation**

<table>
<thead>
<tr>
<th>Scenerio #1:</th>
<th>First Day of Session</th>
<th>Last Day of Session</th>
<th>Total # of days in Enrollment Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>January 6th</td>
<td>March 3rd</td>
<td>57</td>
</tr>
<tr>
<td>Session 2</td>
<td>March 7th</td>
<td>May 3rd</td>
<td>58</td>
</tr>
<tr>
<td>Session 3</td>
<td>January 6th</td>
<td>May 3rd</td>
<td>118</td>
</tr>
</tbody>
</table>

**FINANCIAL INFORMATION / 49**
A Regional Academic Center Student is enrolled in 2 classes for session 1 and 2 classes for session 2 for a total of 12 hours. The student begins both session 1 courses on January 6th. On January 22nd the student withdrawing from both session 1 courses and drops both session 2 courses on the same day.

Total number of days student is enrolled = 17 days

\[
\frac{\text{Total number of days enrolled}}{\text{Total number of days in enrollment period}} = \% \text{ of Charges/aid earned by the Student}
\]

\[
\frac{17 \text{ Days}}{118 \text{ Days}} = 14.4\%
\]

<table>
<thead>
<tr>
<th>Charges</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
<td>$708.48</td>
<td>$4,211.52</td>
</tr>
<tr>
<td>Fees</td>
<td>$75.00</td>
<td>$75.00</td>
<td>$21.60</td>
<td>$128.40</td>
</tr>
<tr>
<td>Total</td>
<td>$2,535.00</td>
<td>$2,535.00</td>
<td>$730.08</td>
<td>$4,339.92</td>
</tr>
</tbody>
</table>

Financial Aid Refund Calculation

\[
\text{Total Title IV aid Earned} = \$5,120 \times 14.4\% = \$737.28
\]

\[
\text{Total Title IV aid Unearned} = \$5,120 \times 14.4\% = \$4,382.72
\]

Total Title IV aid to be returned by the Institution = Lesser of Unearned Title IV aid vs. Unearned Charges returned by the Institution

Mercer to return $4,340 in Title IV aid.

<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Unsubsidized Loan</td>
<td>$4,452.00</td>
<td>$112.00</td>
<td>$4,340.00</td>
</tr>
<tr>
<td>Direct Subsidized Loan</td>
<td>$668.00</td>
<td>$668.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Title IV aid</td>
<td>$5,120.00</td>
<td>$780.00</td>
<td>$4,340.00</td>
</tr>
</tbody>
</table>

The amount of Title IV aid required to be returned by the student = Total Unearned Title IV aid - Amount of Title IV aid returned by the Institution

Title IV aid to be returned by the student \(\$4,382.72 - 4,340\) = \$42.72
Scenario #2
A student is enrolled in 6 credit hours for session 1 and 6 credit hours for session 2. The student completes session 1.
On March 7th, the student drops both session 2 courses.
This student is considered a term withdrawal as of March 7th.
Total number of days student is enrolled = 61 days

\[
\frac{\text{Total number of days enrolled}}{\text{Total number of days in enrollment period}} = \% \text{ of Charges/aid Earned by the Student}
\]

\[
\frac{61 \text{ Days}}{118 \text{ Days}} = 51.7\%
\]

<table>
<thead>
<tr>
<th>Charges</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$75.00</td>
<td>$125.00</td>
<td>$75.00</td>
<td>$125.00</td>
</tr>
<tr>
<td>Total</td>
<td>$2,535.00</td>
<td>$2,585.00</td>
<td>$2,535.00</td>
<td>$2,585.00</td>
</tr>
</tbody>
</table>

Since the student dropped session 2 courses during the institutions scheduled drop/add period for session 2, the institution will refund 100% of the session 2 charges.

Financial Aid Refund Calculation
Before the Title IV refund calculation is performed, the Financial Aid office will have to adjust some of this student’s aid due to the reduction in attempted hours. Since the student dropped his session 2 courses, he is now eligible for a reduce Pell Grant award for half-time attendance. The Return to Title IV calculation will only include $1,412 of the Pell Grant awarded.

Total Title IV aid Earned \(= \$7,599 \times 51.7\% = \$3,928.68\)

Total Title IV aid Unearned \(= \$7,599 - 3,928.68 = \$3,670.32\)

Total Title IV aid to be returned by the Institution = Lesser of Unearned Title IV aid vs. Unearned Charges returned by the Institution

Total Unearned charges \(= \$5,120 \times 48.3\% = \$2,472.96\)

Mercer to return $2,473 in Title IV aid.
<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$2,823.00</td>
<td>$1,412.00</td>
<td>$1,411.00</td>
</tr>
<tr>
<td>Direct Unsubsidized Loan</td>
<td>$3,465.00</td>
<td>$992.00</td>
<td>$2,473.00</td>
</tr>
<tr>
<td>Direct Subsidized Loan</td>
<td>$2,722.00</td>
<td>$2,722.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Title IV aid</td>
<td>$9,010.00</td>
<td>$5,126.00</td>
<td>$3,884.00</td>
</tr>
</tbody>
</table>

This Refund was not part of the Return to Title IV.

The amount of Title IV aid required to be returned by the student = Total Unearned Title IV aid - Amount of Title IV aid returned by the Institution

Title IV aid to be returned by the student = $3,670.32 - 2,473 = $1,197.32

A look at the student’s statement:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Tuition – Session 1</td>
<td>$2,460.00</td>
</tr>
<tr>
<td></td>
<td>Fees – Session 1</td>
<td>$75.00</td>
</tr>
<tr>
<td></td>
<td>Tuition – Session 2</td>
<td>$2,460.00</td>
</tr>
<tr>
<td></td>
<td>Fees – Session 2</td>
<td>$75.00</td>
</tr>
<tr>
<td></td>
<td>Lab Fee – Session 2</td>
<td>$50.00</td>
</tr>
<tr>
<td>January 16th</td>
<td>Federal Pell Grant</td>
<td>($2,823.00)</td>
</tr>
<tr>
<td></td>
<td>Direct Unsubsidized Loan</td>
<td>($3,465.00)</td>
</tr>
<tr>
<td></td>
<td>Direct Subsidized Loan</td>
<td>($2,722.00)</td>
</tr>
<tr>
<td>January 18th</td>
<td>Refund to student</td>
<td>$3890.00</td>
</tr>
<tr>
<td></td>
<td>BALANCE DUE</td>
<td>$0.00</td>
</tr>
<tr>
<td>March 7th</td>
<td>Refund – Tuition Session 2</td>
<td>($2,460.00)</td>
</tr>
<tr>
<td></td>
<td>Refund – Fees Session 2</td>
<td>($75.00)</td>
</tr>
<tr>
<td></td>
<td>Refund – Lab Fee Session 2</td>
<td>($50.00)</td>
</tr>
<tr>
<td>March 8th</td>
<td>Reduce Pell Award due to reduction in attempted hours</td>
<td>$1,411.00</td>
</tr>
<tr>
<td>March 10th</td>
<td>Return Unsubsidized Loan due to Title IV refund Calculation</td>
<td>$2,473.00</td>
</tr>
<tr>
<td></td>
<td>BALANCE DUE</td>
<td>$1,299.00</td>
</tr>
</tbody>
</table>

**Leave of Absence**

**Approved Leave of Absence**

A student who is on an approved leave of absence retains in-institution status for Title IV loan repayment purposes. However, if the student does not return from a leave of absence, the student's loan grace period starts at the date the leave began.

Generally, only one leave of absence may be granted within a 12-month period. The University may grant one additional leave of up to 30 days for a reason not defined in the regulations, if it determines that the leave is necessary due to unforeseen circumstances.

Jury duty, military service, and conditions covered by the Family and Medical Leave Act are acceptable reasons for granting an additional leave.
Unapproved Leave of Absence

An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes.

For a student who takes a leave of absence that does not meet the requirements for approval, the withdrawal date is the date that the student begins the leave of absence.

Overpayment

All payments made by or on behalf of a student shall be receipted to his/her account. In the event of an overpayment, it is not necessary for the student to request a refund. Refundable credit balances are processed on a regular basis by the Office of the Bursar.

Credit balances resulting from overpayment by credit card payment will be refunded to the credit card.

Financial Assistance

Scholarship, grant, loan, and work-study funds at the Mercer University Cecil B. Day Campus are administered in conjunction with a nationally established philosophy of distributing financial assistance. The basis of this philosophy is the belief that the student and for dependent students, his or her parents have the primary responsibility for paying the costs of education and that financial assistance is available only for meeting the difference between the cost of education and the amount students and parents can reasonably be expected to contribute.

The purpose of Mercer’s financial assistance program is to provide assistance to students who would be unable to attend college without such aid. Financial assistance may include scholarships, grants, loans, and part-time employment. These types of assistance are extended either singly or in combination. The financial assistance award, or “package,” offered depends upon the student’s academic record and need for assistance. It is understandable that most students would prefer assistance through a full scholarship or gift program, but our packaging concept enables the University to assist more students, thereby making it possible for more students to attend. Each aid applicant will automatically be considered for all aid programs administered by the Student Financial Planning Officers.

How to Apply for Financial Assistance

May 1 is the “priority filing date” for applications for the subsequent fall term. Processing of this application generally requires several days. Time should be allowed for filing and processing prior to May 1 deadline date. Completed applications received after this date will be considered based upon availability of funds. Applicants must complete the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on the Web at www.fafsa.ed.gov. The FAFSA Application must be renewed each year.

Full-time undergraduate students who are legal residents of Georgia will be considered for the Georgia Tuition Equalization Grant upon completion of the FAFSA application. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GAcollege411.org.

Summer Term-Mercer. A summer Financial Aid Application is required for the summer term. Summer is normally considered the end of the academic year and awards are made based on remaining eligibility.
Financial Aid Policies

Students are encouraged to visit the Financial Planning Office website at www.financialaid.mercer.edu to learn more about financial aid policies and to email their financial planning counselor with any questions related to financial aid. Please review the policies listed below:

1. An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.

2. An applicant for financial assistance must be fully admitted as an eligible degree-seeking student to the University before financial assistance can be awarded. Provisionally accepted students are not eligible for financial aid.

3. In most instances, financial assistance is granted only to students who take a course load of at least six semester hours per term, although assistance from the Pell Grant may be available to those enrolled in less than six hours.

4. Ordinarily, unless summer term is required, financial assistance is awarded for the two semesters of the regular academic year. One-half of the annual financial assistance award will be paid each semester after the drop/add period, provided that all necessary paperwork is completed, with the exception of work-study awards. Work-study funds are paid directly to the student after the funds have been earned. If a student chooses to use work-study funds to pay their balance, they must sign up for a payment plan through the Bursar’s Office.

5. If a student has met their annual subsidized and unsubsidized Direct Loan Limit prior to the start of the summer term, ordinarily, no additional loan funds are available for summer. Summer semester is normally considered the end of the academic year and students must proactively plan the financing of their summer enrollment with their Financial Planning Counselor.

6. Students receiving financial assistance from sources other than Mercer University are required to advise the Office of Student Financial Planning of this fact. A written statement that identifies the sponsor(s) and the amount of the award(s) is required. Some adjustment of the original financial aid award may be necessary.

7. No financial aid will be disbursed while a student is in verification. Verification is the process in which the Federal Government requires schools to verify the accuracy of the information reported by the students on the FAFSA. Some students will be randomly selected by the federal processor for verification, while other students will be selected through specific FAFSA edits or by the Mercer Financial Planning Office. If a student has been selected for verification, they will be notified by the Financial Planning Office of all documentation required to be submitted in order to complete verification.

8. Students must be official enrolled and attending class at the end of the term’s drop-add period in order to receive financial aid for a class. Since financial aid is based on enrollment, enrollment changes during the term may affect student financial aid award(s). Please contact your Financial Planning Counselor before making any enrollment changes.
9. Students who fail to earn a passing grade in all of their classes for a semester may be considered, for financial aid purposes, to have unofficially withdrawn from the University. If the institution cannot document that the student completed at least one during the semester, a portion or all of the students’ federal and possibly state financial aid funds will be returned to the original source of funds in accordance with the Federal Return Policy.

10. Students must make progress towards the completion of their courses study, according to the Satisfactory Academic Progress (SAP) standards listed in this section. SAP will be checked at the end of each term.

11. The fact that a student receives an award one year, in no way automatically renews the application for subsequent years. Applicants are reminded to re-apply for financial aid annually by completing the FAFSA.

12. To be considered for financial aid, students must not be in default or owe a refund on a federal or state funds.

13. Recipients of financial assistance who become subject to disciplinary probation may be required to forfeit financial aid during the period of probation.

14. This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and does not discriminate against the handicapped or on the basis of race, creed, color, sex, age or national origin.

Standard of Satisfactory Academic Progress (SAP)

Mercer’s Satisfactory Academic Progress standard is used to determine if an enrolled student is making satisfactory academic progress in his or her educational program, regardless of whether or not he or she is receiving Title IV aid. The SAP policy provides a consistent application of standards to all students, ensuring both the quality of academic work and the completion of a student’s program within the maximum time frame.

Mercer’s SAP Policy provides that a student’s academic performance will be evaluated at the end of each semester. The SAP policy will measure both...

- Qualitative – Cumulative GPA a student must achieve at each evaluation (see chart below)
- Quantitative – Pace of progression to ensure graduation within the maximum time frame

Qualitative Standard for Undergraduate Degree Programs

The Qualitative standard is a graduated standard based on cumulative GPA. A student must meet the following grade point average (GPA) at each evaluation:

<table>
<thead>
<tr>
<th>Total Hours Earned</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 16</td>
<td>1.4</td>
</tr>
<tr>
<td>17 – 32</td>
<td>1.7</td>
</tr>
<tr>
<td>33 – 48</td>
<td>1.8</td>
</tr>
<tr>
<td>49 – 63</td>
<td>1.9</td>
</tr>
<tr>
<td>64 – 128</td>
<td>2.0</td>
</tr>
</tbody>
</table>
A student with a cumulative GPA below those listed in the above table will be put on Financial Aid WARNING for the next term and must meet the cumulative GPA standard at the end of the Financial Aid Warning payment period.

At the end of the second academic year, a student must have a cumulative GPA of at least 2.0 to continue receiving Title IV aid.

For Graduate/Professional Programs on the Atlanta Campus, student must maintain the GPA required to remain in individual program of study.

Professional Judgment – If you have mitigating circumstances (e.g. death of a relative, injury or Illness of student, or other special circumstance) that prevented you from meeting the 2.0 GPA requirement at the end of your second academic year, you may appeal to the Office of Student Financial Planning for a review of your circumstances as they relate to your academic standing. All appeals must be submitted, in writing, to the Office of Student Financial Planning within 10 calendar days of receiving the denial letter.

Quantitative Standard

There are two components to the Quantitative Standard: 1. Maximum Time Frame allowed for program. 2. Cumulative Completion Percentage. Both standards will be checked at the end of each payment period.

Maximum Time Frame – Student may receive aid for a maximum of 150% of the published length of the educational program. The measurement is cumulative, including all periods with or without Title IV assistance.

Maximum Time Frame at Mercer is defined in semester credit hours. For example, a degree program requiring 120 credit hours to complete will have the following Maximum Time Frame:

\[120 \times 150\% = 180 \text{ hours (Maximum Time Frame)}\]

A student may NOT receive Title IV aid after attempting 150% of the Program Length. However, if a student feels there are mitigating circumstances that prevented him or her from completing the program within the 150% time frame, that student may review the appeal process included in this SAP policy and appeal in writing to the Financial Planning Office.

Completion Percentage for payment period: Students must earn at least 67% of all hours attempted (cumulatively for program) at the end of each semester. The Completion Percentage will be checked at the end of each payment period.

- Transfer hours – Accepted into a student’s program will count as both hours attempted and hours earned
- Withdrawals – Will count as hours attempted ONLY
- Incompletes – Will count as hours attempted, only until the course is completed. A passing grade will count as hours earned; a failing grade will remain as hours attempted only
- Repeat Courses:
- Repeat courses are counted for previously failed classes
- Repeat of previously passed courses are counted ONE TIME only
- Cannot count repeat of previously passed courses at all IF the repeat of the course is due to the failing of another course in a prior period
Quantitative Evaluation Points

If a student does NOT meet SAP standards at their first Quantitative evaluation point:

- Student will be automatically placed on Financial Aid Warning for ONE payment period
- No appeal is necessary by the student at this point in order to receive one Financial Aid Warning period
- Student must make SAP once Financial Aid Warning semester is completed
- If a student does NOT meet the SAP quantitative standard at the end of the Financial Aid Warning Period, the student is no longer eligible for Title IV aid. The student may submit an appeal in writing to be considered for Financial Aid probation.

Appeal Process

If a student loses Title IV eligibility and they feel they have mitigating circumstances (i.e. death of a relative, injury or illness to student, or other special circumstance) that prevented them from meeting SAP standards, they may provide a written appeal to the Office of Student Financial Planning. This appeal must be a complete summary of the student’s circumstances and must include all supporting documentation such as death certificate, referrals from Doctor, medical bills etc. The Financial Planning Appeals Committee will review the appeal and determine if the circumstances warrant a waiver of the loss of Title IV aid and an additional probationary period. When put on probation, the student is expected to meet SAP standards by the end of the probationary term, or meeting an academic plan designed to ensure student will meet SAP standards by a specific point in time. A student’s academic plan will be included in his or her appeal response.

If the appeal is not approved, the student will no longer be eligible for federal or state aid until the student meets SAP standards.

Financial Aid Probation

- Under Financial Aid Probation, a student may only receive Title IV funds for ONE semester only.
- A student may not receive Title IV funds for any subsequent payment period unless:
  - Student is making SAP; or
  - Financial Planning Committee determines student met the SAP requirement specified by the Committee. A student reinstated to eligibility under academic plan and making progress under the plan is considered to be eligible.

Types of Financial Assistance

The following financial assistance programs are available to students who enroll at the Mercer University Cecil B. Day Campus in Atlanta. Eligibility criteria, application procedures, and other information are published in the Student Guide, which is available on request from the Office of Student Financial Planning.
**Grants**

**Federal Pell Grant:** A federal aid program available to eligible undergraduate students. The amount of a Federal Pell Grant is determined by the student’s “Expected Family Contribution” (EFC) as determined by the FAFSA, along with the cost of education at the institution the student attends. The maximum Federal Pell Grant for 2015-2016 is $5775.00 per academic year.

Effective on July 1, 2012, a student can receive the Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years). A scheduled award is the maximum amount a student can receive for the award year if the student were enrolled full-time for the full year.

To determine how much of the maximum six years (600%) of Pell Grant a student has used each year, the U.S. Department of Education (ED) compares the actual amount the student received for the award year with the student’s scheduled award. If the student received the full scheduled award for the award year, the student would have used 100%. It is possible that a student will not have received their full scheduled award for an award year due to not being enrolled the full year, not being enrolled full-time or both.

If a student did not receive the full scheduled award, ED calculates the percentage of the scheduled award the student did receive. For example, if a student scheduled award is $5000, but the student was only enrolled one semester and received only $2500, the student would be calculated as using 50% of his scheduled award for that year. Or, if a student received $3,750 for the award year due to three-quarter time enrollment and not full-time, the student usage would be calculated at 75% for the year.

Lifetime Eligibility Used (LEU) is calculated by adding together the percentages of Pell Grant a student uses each year.

<table>
<thead>
<tr>
<th>Examples of Pell Grant Lifetime Eligibility Used</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Award Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$5,550</td>
<td>$5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$2,775</td>
<td>$3,750</td>
<td>$4,000</td>
</tr>
<tr>
<td>Percent Used</td>
<td>50%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Award Year 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$5,200</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$5,200</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Percent Used</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Award Year 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$4,700</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$4,700</td>
<td>$1,250</td>
<td>$5,550</td>
</tr>
<tr>
<td>Percent Used</td>
<td>100%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>Award Year 4</td>
<td>Pell Grant Scheduled Award</td>
<td>$4,700</td>
<td>$5,000</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>Pell Grant Amount Received</td>
<td>$4,700</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>Percent Used</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Total Lifetime Eligibility Used — LEU</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

*Note:* From 2009–10 through 2010–11, it was possible for a student to receive up to two scheduled awards in a year. So some students will have a “percent used” of up to 200% for one or more of those years.

If a student’s LEU equals or exceeds 600%, the student is no longer eligible to receive the Pell Grant. Similarly, if a student’s LEU is greater than 500% but Less than 600%, the student is Pell eligible; however, the student is not eligible for a full scheduled award. If the student’s LEU is less than 500%, the student is eligible for a full scheduled award. The LEU percentage is reported on the student’s Student Aid Report sent to the student after the Free Application for Financial Aid has been processed.

**Georgia Tuition Equalization Grant:** The State of Georgia has made available, to qualified Georgia residents, an annual tuition grant for attendance at approved private colleges in the state. To be eligible for this grant, a student (and parents of dependent students) must be a United States citizen who meets Georgia Residence requirements for at least 12 consecutive months prior to the first class day for any particular semester. Students who do not meet Georgia Residency requirements at the time of high school graduation, Home Study Program completion or successful GED test must meet Georgia Residency requirements for 24 consecutive months prior to the first day of class. The student must be degree-seeking, enrolled and attending at least 12 credit-hours of undergraduate coursework through the end of the drop-add period of Session II.

To be considered for the grant, a student must complete a Free Application for Federal Student Aid Application (FAFSA) prior to the beginning of his/her first term of enrollment as a full-time student and meet all eligibility requirements. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GaCollege411.org. Student can only receive this grant for 127 paid semester hours. The dollar value of the grant varies depending on the fund appropriated by the state legislature. The grant is expected to be up to $450 per semester for the 2015-16 academic year.

**HOPE and Zell Scholarship:** For undergraduate Georgia residents only, designated HOPE Scholars currently receive $3,936 and designated Zell Miller Scholars receive $4,348 per academic year. Georgia high school graduates who are named HOPE Scholars by the Georgia Student Finance Authority may receive only one of these scholarships. A cumulative 3.0 GPA is required for renewal of the HOPE scholarship and a 3.3 GPA is required for the renewal of the Zell Miller Scholarship. The cumulative GPA requirement also applies to all students who wish to enter the program after 30, 60 or 90 cumulative attempted hours. Please note that all degree courses attempted at Mercer
and all other postsecondary institutions are included in the GPA and hours attempted calculations. Certificate/diploma courses are only included in the GPA and hours attempted calculation if the courses have ever been accepted toward a degree by Mercer or any other post-secondary institution. Also, only whole letter grades are used in the GPA calculation (e.g. a B+ is counted as a B). The FAFSA application serves as the student’s application for HOPE and Zell Miller Scholarships. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GAcrolege411.org.

Hope and Zell Scholarship recipients at private colleges and universities can attend half-time (at least 6 to 11 semester hours) and receive a HOPE Scholarship of $1,968 per academic year ($984 per semester). Zell Miller recipients attending half-time can receive a Zell Miller award of $2,174 per academic year ($1,087 per semester). A student must be enrolled through drop-add period to receive the half-time HOPE and Zell Miller Scholarships.

Students’ HOPE and Zell Miller GPA will be evaluated at the end of every spring semester, regardless of the student’s attempted hours. Students earning less than a 3.0 cumulative HOPE GPA after spring semester lose eligibility for HOPE and Zell until the next entry point (30, 60, or 90 hours) in which their HOPE GPA is at least a 3.0 and Zell Miller GPA is at least a 3.3 GPA. Zell Miller recipients who do not meet the 3.3 renewal requirement but do meet the 3.0 HOPE renewal requirement, may receive HOPE in place of the Zell Miller Scholarship; however, a designated HOPE recipient can never receive Zell Miller based on cumulative GPA at time of renewal. A student who does not have sophomore/junior status because of withdrawing from classes will still be evaluated based on the total number of hours attempted (e.g. student may receive a “W” or “F” in a course, not earn credit for the course, but the course will still be counted as attempted hours for HOPE/Zell purposes).

Students who received HOPE prior to summer 2011 may receive HOPE until June 30, 2015 as long as all eligibility criteria are met. Students who have not received HOPE or Zell prior to summer 2011, and who meet all other eligibility criteria, may receive HOPE or Zell until seven years after their high school graduation, GED test, or Home Study program completion date. Students who served in active duty in the military following high school graduation, or equivalent, may request that such active duty service time be added back to their seven year eligibility.

A student may receive HOPE or Zell for a maximum of 127 semester hours. To be eligible, full-time student must be enrolled and attending at least 12 credit hours of undergraduate course work through the end of the drop/add period of Session II. Part-time students must be enrolled and attending at least 6 credit hours of undergraduate coursework through the end of the drop/add period of Session II. The Registrar’s Office will perform a HOPE Scholarship eligibility review for all students who are fully admitted to the University.

**Loans**

**William D. Ford Federal Direct Loans:** William D. Ford Federal Direct Loans are low-interest (variable rate) loans awarded by the school and provided by the federal government. The interest rate is adjusted each July 1 but will not exceed 8.25%. These loans may be either subsidized or unsubsidized.

Interest rates for July 1, 2014 through June 30, 2015
- Direct Subsidized Loans - Undergraduate Students - 4.29%
- Direct Unsubsidized Loans - Undergraduate Students - 4.29%
- Direct Unsubsidized Loans - Graduate Students - 5.84%
Federal Direct Loan amounts are based on the cost of attendance at a particular school and the student's grade level. Dependent students may borrow the following amounts:

$3,500/year for 1st-year undergraduates subsidized and $2,000/year unsubsidized.
$4,500/year for 2nd-year undergraduates subsidized and $2,000/year unsubsidized.
$5,500/year for 3rd or 4th-year undergraduates subsidized and $2,000/year unsubsidized.

The aggregate limit that an undergraduate dependent student can borrow is $31,000.

Independent students may borrow the following amounts:
$9,500/year for 1st-year undergraduates (at least $6,000 must be unsubsidized).
$10,500/year for 2nd-year undergraduates (at least $6,000 must be unsubsidized).
$12,500/year for 3rd or 4th-year undergraduates (at least $7,000 must be unsubsidized).
$20,500/year for graduate students (unsubsidized only).

The aggregate limit that an undergraduate independent student can borrow is $57,500.

The amounts listed above are maximums. Remember, a student may not borrow more than Mercer's Cost of Education minus other financial aid and/or scholarships.

All first time borrowers at Mercer are required to complete entrance counseling before funds can be disbursed. In addition, if they have not done so already, a student is required to complete a Master Promissory note for their Federal Direct Loans. Students are encouraged to complete these required processes electronically at www.studentloans.gov to expedite the loan process.

Graduate Students
Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The $65,500 subsidized aggregate loan limit for graduate or professional students includes subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study. A graduate student's aggregate limit is $138,500 and includes all federal loans received for undergraduate study.

Subsidized Federal Direct Loan
Subsidized Federal Direct Loans are awarded to undergraduate students only on the basis of financial need as determined by the FAFSA. The interest on this loan is paid by the federal government while the student is enrolled in school at least half-time (six hours for undergraduates), and during the “grace period” (the first 6 months following withdrawal or graduation from school). After this period, the student is responsible for the loan payment and interest. Please note if a student's first disbursement was made between July 1, 2012 and July 1, 2014, the student will be responsible for paying any interest that accrues during the grace period.

For undergraduate students, all subsidized eligibility must be used before a student can receive an unsubsidized loan.

If a student is a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct...
Plus Loans. The “maximum eligibility period” for a Direct Subsidized Loan is based on the published length of a student’s academic program. A student cannot receive Direct Subsidized Loans for more than 150 percent of the published length of their program.

For example, if a student is enrolled in a four year bachelor’s degree program, the maximum period for which the student can receive a Direct Subsidized Loan is six years (150 percent of 4 years = 6 years).

Because a student’s maximum eligibility is based on the length of his/her current program of study, the student’s eligibility can change if they change to a program that has a different length. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will count towards your new maximum eligibility period. The Dept. of Education will be calculating student’s maximum eligibility period for subsidized loans. **Graduate students are NOT eligible for subsidized loans.**

**Unsubsidized Federal Direct Loan**
Unsubsidized Federal Direct Loans are not awarded on the basis of financial need. Interest is charged from the time the loan is disbursed until the loan is paid in full. The student can choose to pay the interest or allow it to accumulate. If the interest is allowed to accrue, it will be added to the principal amount of the loan, thereby increasing the amount of money the student is required to repay. Students must be enrolled in at least six credit hours to be eligible to receive this loan. Although unsubsidized loans are not awarded based on need a student is required to complete a FAFSA to receive the loan.

**Federal Direct Parent’s Loan for Undergraduate Students (PLUS):** Parents may borrow up to the cost of attendance for an undergraduate student. Applications may be printed at financialaid.mercer.edu/atlanta-campus. If the Parent Plus loan is denied, the student may be eligible for additional unsubsidized funds up to ($4,000 for freshman and sophomore; $5,000 for junior and senior.)

**Federal Direct Graduate PLUS Program:** Provides loans to Graduate students who are enrolled at least half-time, are a U.S. citizen, national, or permanent resident. Students may borrow up to their cost of attendance minus other financial assistance. Students must apply for a Graduate PLUS loan through the Direct loan program. Applications may be printed at financialaid.mercer.edu/atlanta-campus.

It is the responsibility of all loan recipients to repay loans promptly, together with accrued interest, thereby maintaining the good faith established between the student, the lender, and the University.

**Parent Plus Loan and Graduate Plus Loan Credit Requirements**
All Plus loans required credit checks. Once a credit check has been run it is valid for 180 days. Credit check responses are approved or denied based on credit history.

**Approved credit checks:** Absent any other adverse credit history finding a PLUS loan applicant whose credit check shows that the total of any debts that are 90 or more days delinquent or that have been placed in collection or charged off is $2085 or less will not be considered to have adverse credit and therefore, will be approved and eligible for a PLUS Loan.

Approved credit check status means the borrower has been approved for the PLUS loan and that status will not expire for 180 days. As a result, any additional Plus Loan added within the 180 day approved credit check standing will be approved. COD will not run another credit check before the expiration date.

To complete the PLUS loan process the borrower must complete a Master Promissory Note for Parent Plus Loan or Graduate Plus Loan on line at StudentLoans.gov.
Denied credit check due to adverse credit conditions: A denied credit check means that the student was found to have adverse credit history.

Adverse Credit History as defined by the Department of Education:

Applicant found to have adverse credit condition such as bankruptcy, foreclosure, tax lien, or a default determination etc.

OR

The applicant has one or more debts that are 90 or more days delinquent, in collection or have been charged off during the two years preceding the date of the applicant’s credit report and the total combined outstanding balance of those debts is greater than $2,085.

Options for Adverse Credit Conditions: If you have received an adverse credit decision, you may still be eligible to receive a Direct Plus Loan. To become eligible, you may take one of the following actions:

1. Obtain an endorser and complete Plus Counseling.
   - An endorser is someone who does not have an adverse credit history and agrees to repay the loan if you do not repay it.
   - If you are a parent borrower, the endorser may not be the student on whose behalf you are requesting the Direct Plus Loan.

2. Document to the satisfaction of the U.S. Department of Education that:
   - The information causing the adverse credit decision is incorrect
   - There are extenuating circumstances relating to the adverse credit history (NOTE: Endorsers are not eligible for this option)
   - Complete Plus Counseling (available on StudentLoans.gov) Counseling will match the valid stand of the credit check. If after 180 days, a student applies for another PLUS Loan and is originally denied but then approved based on extenuating circumstances or endorser, another PLUS counseling will need to be completed. If a student complete the Plus Counseling more than 30 days prior to the credit check, Plus Counseling will need to be completed again.

If you feel that the information your credit decision is based on is incorrect or you believe you qualify for a review based on extenuating circumstances, you may begin the process in one of the following ways:

1. Log in to StudentLoans.gov and select “Document Extenuating Circumstances” on the left navigation bar. Follow directions. Applicant Services will contact you with further instructions.

2. Contact Applicant Services between 8:00 AM to 8:00 PM, Eastern Time, Monday through Friday. Applicant Services may be reached toll-free, at 1-800-557-7394.

3. Contact Applicant Services between 8:00 AM to 8:00 PM, Eastern Time, Monday through Friday via Live Chat on the Contact Us page.
**Federal Perkins Loan:** Funded by the federal government and administered by the University, this loan program provides funds to students with proven financial need. All awards under this program are made by the Student Financial Planning Officers. The repayment period does not start and the interest does not begin to accrue until nine months after the student ceases to be at least a halftime student. The interest rate for Perkins loans is 5 percent simple. Complete information regarding a borrower’s rights and responsibilities including a sample repayment schedule, may be obtained from the Student Loan Office.

Based on current legislation, The Department of Education is closing out the Perkins Loan Program. Thus, absent Congressional action, schools may not make Federal Perkins Loans to new borrowers after September 30, 2015. If prior to October 1, 2015, a school makes the first disbursement of a Federal Perkins Loan to a student for the 2015-2016 award year, the school may make any remaining disbursements of that 2015-2016 loan after September 30, 2015.

In addition, the Department of Education has allowed a narrow “grandfathering” provision that allows schools to make Federal Perkins Loans to certain students for up to five additional years (through September 30, 2020) to enable students who received loans for award years that end prior to October 1, 2015 “to continue or complete courses of study.” The award year that ends prior to October 1, 2015, is the 2014-2015 award year, which ends on June 30, 2015. Thus, a school may make a new Perkins Loan to a student after September 30, 2015, if all of the following conditions are met:

1. The school made at least one Perkins Loan disbursement to the student on or before June 30, 2015.
2. The student is enrolled at the same institution where the last Perkins Loan disbursement was received. For example, a student who received a Perkins Loan disbursement for enrollment at School A, and then received a Perkins Loan disbursement for enrollment at School B would be considered to be an eligible grandfathered borrower at School B, provided all other conditions are met, but not for a subsequent enrollment at School A.
3. The student is enrolled in the same academic program for which the student received his or her last Perkins Loan disbursement. We consider an academic program to be the same program only if the first four digits of the program’s Classification of Instructional Program (CIP) code are identical to the first four digits of the CIP code for the program for which the student received his or her last Perkins Loan disbursement.
4. While the law provides for this limited “grandfathering” continued eligibility for Perkins Loans “as may be necessary to enable students . . . to continue or complete courses of study,” many of these grandfathered students could have their need met by a combination of other student aid and thus will not need a Perkins Loan to “enable [them]...to continue or complete [their] courses of study.” Therefore, Perkins Loan can be made to an otherwise eligible grandfathered student to meet all or some of the student’s unmet need only after the student has been awarded all Direct Subsidized Loan aid for which the student is eligible.

Note that because the grandfathering provision applies only to students who received a Perkins Loan for award years 2014-2015 or earlier, a student who received his or her first Perkins Loan for the 2015-2016 final award year of the program, (e.g., an incoming first-year student) will not be an eligible grandfathered student for purposes of receiving loans beyond that 2015-2016 award year.
Employment Programs

Federal Work-Study: A federally-funded program designed to provide jobs to qualified students. In order to be employed under this program, the student must (1) be enrolled or accepted for enrollment; (2) show evidence of financial need; and (3) be capable of maintaining good academic standing while employed under this program. When possible, a student is placed in a job related to his/her chosen field of study. Students are paid bi-weekly. A student’s earnings, combined with other financial aid, cannot exceed his/her total financial need for the academic year.

On-Campus Employment: This program is made available by the University on a part-time basis to students currently enrolled. Jobs are posted online.

Other Scholarships and Grant Assistance

A comprehensive list of links to private scholarships and grants may be found at financialaid.mercer.edu/Atlanta-campus. Funds are provided by many sources and are made available as restricted and unrestricted scholarships or grants.

Costs of Attendance

The award of financial assistance is based on an estimate of the costs of attendance, combined with a measurement of need. Financial assistance may include a combination of scholarships, grants, loans, and part-time employment.

Disbursement and Refunds

All financial assistance, with the exception of student employment, is disbursed in equal amounts each semester.

All complete applications are reviewed each year. The types and amounts of assistance offered are dependent upon the financial situations of students, as determined through need analysis and the availability of funds. Notification will be sent to all applicants. A notification of awards must be signed by the student and returned to the Office of Student Financial Planning within 2 weeks.

Recipients of any financial assistance should be aware that a portion or all of any return due from the University may be reimbursed back to the source(s) of the student’s financial aid for that term. Students receiving aid for non-direct educational expenses may be required to return a portion or all of the funds awarded for the term in the event the student ceases to be at least a half-time student.

Veterans

Any veteran who wishes to attend Mercer University under one of the veterans’ benefits programs should make application in the normal manner for the program of study selected. As soon as new veterans are accepted for admission, they should contact the nearest Veterans Administration Office to apply for benefits. Mercer has a Veterans Coordinator who is located in the Macon Office of the Registrar. The Veterans Coordinator will certify the status of each veteran’s enrollment each semester.

The veteran is responsible for notifying the Registrar of any change in status. The veteran is responsible for observing the current regulations regarding his status.

Additional Information

The Office of Student Financial Planning staff is available during the normal administrative working hours of the institution to provide additional information regarding
the Financial Assistance Program of Mercer University, as required by the Student Information Requirement as stated in Title IV of the Educational Amendments of 1976. Appointments may be made by calling (678) 547-6444.
Academic Information

The undergraduate curriculum is composed of two parts. The General Education Program is broad in scope, requiring study in several areas. It affords an introduction to some of the major areas of human knowledge and endeavor, and lays the foundation for continued study and for the student’s contribution to society. In addition, the various undergraduate degree programs call for more specialized study that deepens the learning that shapes the minds and spirits of tomorrow’s leaders. As a community of learning, Mercer is a student-centered university, committed to the Baptist heritage in higher education. Together, the schools and colleges at Mercer seek to prepare students to be innovators in the realms of teaching, learning, research, scholarship and service.

General Education

Mercer University’s founding vision, articulated by Jesse Mercer in the 1830s, dedicates us to promote free inquiry, religious liberty, and inclusiveness -- values consonant with Baptist heritage. University President William D. Underwood underscored that vision in 2006, noting that “…the extent to which a university transforms the lives of individual students, who in turn transform their communities, represents the ultimate measure of a university’s greatness.” To put this transformative vision into practice within the communities we serve, a Mercer University education emphasizes experiences that infuse intellectual growth, cultural understanding, civic responsibility, and moral discernment with practical competencies.

The distinctiveness of their programs and traditions notwithstanding, Mercer University’s undergraduate colleges and schools share learning goals and competencies that reflect Mercer’s mission to educate the whole person. These undergird the General Education Curricula, which provide the necessary foundation for disciplined study and lifelong learning.

General Education is designed to help students cultivate and refine habits of mind that prepare them to contribute constructively and meaningfully to society. Toward this end, General Education strives to instill in persons broader perspectives while empowering them to find fuller and richer citizenship in a world in which different cultures, social institutions, and technologies intersect in multiple and diverse ways.

Four Student Goals of General Education

A Mercer education is designed to foster intellectual growth, cultural understanding, civic responsibility, and moral discernment. Critical thinking is essential to attaining these goals and is demonstrated in and through the exercise and development of the following practical competencies:

- Communicating effectively in writing
- Communicating effectively orally
- Reasoning quantitatively
- Analyzing observed phenomena through the use of scientific reasoning
- Critical thinking from diverse perspectives

In accordance with the university’s accrediting body and in collaboration with the faculty of the colleges and schools, these competencies are built through satisfactory completion of the following requirements.
Requirements of General Education

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and sum to at least 30 hours. Each school/college may select its own general education requirements from among the list of approved courses in each category and may choose to require more than the minimum number of hours and courses. Individual schools/colleges may also include additional college core requirements. Students should consult the requirements of their respective college to determine which courses are needed for graduation.

Communication (both written and oral communication competencies in English must be addressed):

Written Communication: GBK 101; GBK 202; GBK 203; INT 101; INT 201; LBST 175; LBST 180; TCO 141; WRT 120; R Designated Course (writing instruction)
Oral Communication: COM 210; COMM 171; GBK 304; INT 301; TCO 141
Other Communication: ENGL 300; any foreign language; INSY 102; LBST 275; LBST 280

Religion
CHR 101; CHR 150; CHR 170; ENG 225; GBK 203; HIS 160; PHI 240; RELG 110; RELG 115; RELG 120; RELG 130; RELG 200; RELG 215; RELG 220; RELG 225; RELG/WGST 320; RELG 356;

Humanities/Fine Arts
Humanities: CHR 210; CHR 270; CLA 101; CLA 102; COMM 251; ENG 224; ENG 226; ENG 233; ENG 234; ENG 235; ENG 237; ENG 263; ENG 264; GBK 202; GBK 305; FLL 195; HIS 110; HIS 145; HIS 165; HIS 176; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; JMS 220; JMS 225; JMS 230; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; PHI 176; PHI 190; PHIL 215; PHI 230; PHI 260; PHI 265; PHI 269; POL 176; SCLT 201; RELG 356; SOCI 356; SST 180; WLT 101;
Fine Arts: ART 106; ART 107; ART 108; ART 115; ART 116; ART 223; ART 224; ART 225; ART 226; ART 254; ARTH 101; COMM 104; COMM 205; LBST 250; LBST 255; MUS 151; MUSC 150; PHO 230; THR 115; THR 218; (3 credit hours may also be selected from the 1-hour music ensembles to meet this requirement: MUS 182; MUS 183; MUS 191; MUS 192; MUS 197; MUS 198)

Behavioral/Social Science
AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; ENV 250; GBK 407; GEO 111; GHS 200; JMS 101; JMS 240; ORGL 210; PHI 237; POL 101; POL/IAF 253; PSY 101; PSYC 111; SEP 200; SOC 101; SOC 210; SOCI 111; SOCI 356; WGS 180; WGST 210

Quantitative Reasoning
CSC 204; MAT 104; MAT 133; MAT 141; MAT 191; MAT 192; MATH 129; MATH 130; MATH 140; MATH 160; MATH 220; PHI 180; STA 126

Scientific Reasoning (including a lab)
BIO 102; BIO 110; BIO 202; BIOL 101; BIOL 105; CHM 110; CHM 111; CHM 112; ENB 150; ENV 105; ENV 110; ENV 210; ENV 215; PHY 102; PHY 105; PHY 108; PHY 109; PHY 115; PHY 141; PHY 142; PHY 161; PHY 162; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 215; SCIE 220; SCIE 250

Note: Any cross-listed course taken to fulfill the requirements of one category cannot also be used for a second category.
Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at http://provost.mercer.edu/handbooks.

Academic Honesty

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their positions in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

Academic offenses include the taking of credit for or unfair use of work that has been done by another person. This includes plagiarism, cheating, and other acts of dishonesty in academic areas.

Plagiarism is defined as the use of ideas, facts, phrases, quotations, reproductions, or additional information, such as charts or maps, from any source without giving proper credit to the original author. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the use of textbooks, notes, or other reference materials on a test, daily quiz, or other examination when not specifically permitted by the professor; copying ideas or facts from another student’s paper during a test, quiz, or other examination; giving or receiving ideas orally or in writing during a test, quiz, or other examination; obtaining test questions that the professor has not released for reference prior to the test; and obtaining or giving specific information that appears on a test before the test is administered.

Degree Programs of the Cecil B. Day Campus of Mercer University

The following degree programs are offered through the colleges and schools on the Cecil B. Day Campus:

Stetson School of Business and Economics
- Bachelor of Business Administration
- Master of Business Administration
- Executive Master of Business Administration
- Professional Master of Business Administration
- Master of Accountancy

Tift College of Education
- Master of Education
- Master of Arts in Teaching
- Specialist in Education
- Doctor of Philosophy in Educational Leadership
- Doctor of Philosophy in Curriculum and Instruction
Penfield College of Mercer University
  Bachelor of Arts in Liberal Studies
  Bachelor of Applied Science (Organizational Leadership)
  Bachelor of Science (Informatics)
  Bachelor of Science (Public Safety Leadership)
  Master of Science in Clinical Mental Health Counseling
  Master of Science in Organizational Leadership
  Master of Science in Public Safety Leadership
  Master of Science in Rehabilitation Counseling
  Master of Science in School Counseling
  Educational Specialist in School Counseling
  Doctor of Philosophy in Counselor Education and Supervision

Georgia Baptist College of Nursing
  Bachelor of Science in Nursing
  Master of Science in Nursing
  Doctor of Philosophy in Nursing
  Doctor of Nursing Practice

McAfee School of Theology
  Master of Divinity
  Master of Arts in Christian Ministry
  Doctor of Ministry

College of Pharmacy
  Doctor of Pharmacy
  Doctor of Philosophy in Pharmaceutical Services

College of Health Professions
  Master of Medical Science
  Master of Public Health
  Doctor of Physical Therapy

Detailed information concerning degree programs offered by the Georgia Baptist College of Nursing and undergraduate programs in the Penfield College of Mercer University is published in separate catalogs. (See inside cover for information on obtaining a copy of these and other catalogs of Mercer University.)

Units of Credit

Mercer University adheres to the Carnegie unit for contact time: 750 minutes of classroom or direct faculty instruction and a minimum of 1500 minutes of out-of-class student work for each credit awarded. Mercer defines a class hour as 50 minutes. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course, whether it is fully online, a hybrid of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format.

Course Load

A full-time load for a regular undergraduate student is 12 semester hours of credit per semester. With a grade point average of 3.0 or higher in the previous semester, a student may enroll for more than 17, but not more than 20, semester hours in the following semester. However, the 3.0 average must be maintained if the student desires to retain this privilege during the succeeding semester. A senior whose cumulative grade
point average is 2.0 or higher in the previous semester may enroll for a maximum of 20 semester hours in the last semester before graduation. A student holding a scholarship must take a minimum of twelve credit hours per semester.

For the purpose of computing the full-time equivalent enrollment, an undergraduate student carrying 12 semester hours is considered a full-time student. A student carrying less than 12 semester hours is considered a part-time student. Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University’s Office of the Registrar for VA certification.

Course Numbering System

The number assigned to a course of study is a general indication of the level of students for which it is designed:

**Eugene W. Stetson School of Business and Economics**
- 300-399: Junior-level
- 400-499: Senior-level
- 500-599: First-level graduate courses
- 600-699: Graduate courses designed for graduate students only

**Tift College of Education**
- 500-599: Post-baccalaureate initial certification only; credit does not apply toward degree
- 600-699: Master of Education and Master of Arts in Teaching
- 700-799: Education Specialist classes
- 800-899: Doctor of Philosophy classes

**Penfield College of Mercer University**
- 100-400: Undergraduate Courses
- 600-999: Graduate courses designed for graduate students only

**McAfee School of Theology**
- 500-999: Graduate courses designed for graduate and professional level students only

**College of Pharmacy**
- 300-399: 1st Year Pharm.D.
- 400-499: 2nd Year Pharm.D.
- 500-599: 3rd Year Pharm.D.
- 600-699: 4th Year Pharm.D.; MBA
- 800-899: Ph.D. Program

**College of Health Professions**
- 500-599: PA Program; 1st Year DPT
- 600-699: PA Program; MPH Program; 2nd Year DPT
- 700-799: MPH Program; 3rd Year DPT

Undergraduate Student Classification

Undergraduate student classification is based on the satisfactory completion of a minimum number of semester hours, as follows:

- Freshman .............................................................. 0-29 hours
- Sophomore ............................................................ 30-59 hours
- Junior ................................................................. 60-89 hours
- Senior ................................................................. 90 hours and over
Grading System and Quality Points

Cumulative grade point averages are computed using a quality point system. The interpretation of the letter grades and their quality point values is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
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<tr>
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</tr>
<tr>
<td>C</td>
<td>Average</td>
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</tr>
<tr>
<td>D**</td>
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<td>F</td>
<td>Failure</td>
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<tr>
<td>FQ</td>
<td>Failure-Quit Attending/Never Attended</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
<tr>
<td>ABX/ABXSU</td>
<td>Absent from final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IC/ICSU</td>
<td>Incomplete due to some requirement other than</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>the final examination (excused)</td>
<td></td>
</tr>
<tr>
<td>IP</td>
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<td>*</td>
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<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>*</td>
</tr>
<tr>
<td>Z</td>
<td>Grade Not Reported</td>
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</tr>
</tbody>
</table>

* These grades are not calculated in the GPA.

** Grades of D may not be awarded for graduate students.

Satisfactory/Unsatisfactory (S/U) Grade

Undergraduate students in the Tift College of Education, the Georgia Baptist College of Nursing, and the Stetson School of Business and Economics may elect the S/U grading option in certain courses. Registration on a S/U basis is not permitted in graduate-level courses, with the exception of engineering research courses and specified education courses. For policies on the S/U option, see the appropriate section for each of these schools in this catalog.

Receiving a “satisfactory” grade requires a standard of achievement equivalent to that usually awarded the grade of C or better. The purpose of this grade option is to give students the opportunity to expand their knowledge and to explore interests outside of their fields of chosen concentration without the risk of placing themselves in academic jeopardy.

A student electing the satisfactory/unsatisfactory grading option must make this decision at the time of registration and cannot change it during the semester, except for the purpose of withdrawing.

Hours earned with a “satisfactory” grade will be added to the total required for graduation, but will not affect a student’s cumulative grade point average; an “unsatisfactory” grade will result in no hours earned and no penalty to the cumulative grade point average.

ABX and Incomplete

The grade of ABX denotes that the student was absent from the scheduled final examination because of sickness or another valid and compelling reason that is
satisfactory to the instructor. A special examination, to take the place of the one missed, must be taken no later than mid-term of the next semester, or the ABX grade will be changed to the grade of F.

The grade of IC (incomplete) means the student is passing the class but some relatively small part of the semester's work remains incomplete because of illness or another valid and compelling reason that is satisfactory to the instructor. All course work in an undergraduate class must be completed no later than mid-term of the following semester, or the IC grade will be changed to a grade of F.

If a student receives an incomplete in a graduate class, the work for the class must be completed in the semester in which the student re-enters the University, or the IC will be changed to a grade of F. If the student does not re-enroll in the University after receiving a grade of IC and the work for that class is not completed within 12 months after the IC was assigned, the IC will be changed to a grade of F.

All ABX and IC grades must be replaced with traditional grades before degrees can be awarded.

In Progress (IP)

The IP (in progress) grade is assigned only in courses that require completion of the assigned work beyond the end of the semester. An IP grade may not be given in place of a grade of “incomplete” (IC). To qualify for an IP grade, courses must be approved by the appropriate dean’s office. All grades of IP will be converted to F (failure) if the work is not completed in one calendar year from the time the IP grade is assigned.

Grade Appeals

If a student disagrees with an assigned course grade, the student is required to initiate an appeal with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after the 30-day period will not be honored.

Grade Reports

Mercer University does not automatically mail grade reports to students. Students may check their semester grades on-line through MyMercer as soon as the grades are posted. After ALL grades are posted, official semester grade reports will be mailed only to those students who have requested them. Please note that grade reports will only be mailed at the end of a semester, not at the end of each session. Requests for official copies of grade reports must be made through MyMercer during the last two weeks of a semester; a request must be made every semester that a student wants a report mailed to him/her (i.e., making a request one semester does not mean that you will automatically have a grade report mailed to you each of the following semesters). If a student does not order a grade report during the allotted two weeks at the end of a semester, the student will need to request and pay for a transcript in order to receive an official copy of his/her grades.

Registration

Registration is required for admission to any class. The University requires all students to have a clear financial account, which includes paying all library and parking fines, before registering. In addition to the advisor's signature (if required by the school or program), students should obtain any other signatures required for special circumstances, such as a dean's for overloads or the instructor's for independent study.
internships, etc. Students should consult the catalog for any prerequisites and special requirements for registration for specific courses.

Completing the registration process commits a student to the courses requested and to the corresponding fees and charges incurred. IMPORTANT: to cancel registration at any point, a student must notify the Registrar’s Office in writing before classes begin if s/he will be unable to attend any or all of the classes for which s/he is registered. If the appropriate official form is not completed, a grade of F may be assigned, if the student does not attend class.

Cross-Registration

Mercer University students may enroll in courses offered by member institutions of the Atlanta Regional Council for Higher Education (ARCHE) under the cross registration arrangement of the Consortium, provided that they meet the academic requirements of the Council agreement. A full statement of the policy and requirements is on the Cross-Registration Form and is available in the Registrar’s Office.

Students who wish to cross-register must proceed as follows:

1. Obtain an ARCHE Center Cross Registration Form from the Registrar’s Office, or on the ARCHE website at www.AtlantaHigherEd.org.

2. Fill out the Cross Registration Form completely. The form requires the signature of the student’s academic advisor, or the dean, and the Coordinator of Cross Registration.

3. Check the calendar on the Cross Registration Form for the date by which the cross registration form needs to be processed.

4. A student must be enrolled in a course at Mercer to cross-register. The student will pay the tuition of Mercer for the course taken at the other institution. A refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.

5. The completed form will be sent by the Coordinator of Cross Registration to the host school for processing. Registration will be on a space-available basis and upon approval of the host institution.

6. All regulations, policies, and procedures of a host institution apply to the cross-registered student while enrolled there.

7. Students must complete new Cross Registration Forms for any subsequent terms in which they wish to participate in the Cross Registration Program.

Internal Transfer Students

Students enrolled in certain programs at Mercer University’s Cecil B. Day Atlanta Campus or Mercer University’s Main Campus in Macon who want to transfer to a Mercer University Regional Academic Center should complete the following requirements:

1. A completed Regional Academic Center Undergraduate Application for Admission. (An application fee is not required.)

2. A written statement from the student explaining the specific reasons for requesting the transfer.

Each applicant file will be considered on an individual basis for admissibility. Files requiring additional approval outside of the Admissions Office will be forwarded to the appropriate dean’s office for review. Applicants must submit the required documents by the priority deadline of the desired term of enrollment.
Note: Academic majors offered at the Cecil B. Day Atlanta Campus and the Main Campus in Macon may not be offered at the Regional Academic Centers. Please check the availability of your desired major in the appropriate school’s section of this catalog or with the Regional Academic Center Admissions Office.

Readmission of Former Students

Students who previously attended any of the Mercer campuses and wish to re-enter the University after an absence of more than one calendar year must file for readmission at the Registrar's Office. The student must be in good standing with the University and have a cumulative grade point average of at least 2.0 as an undergraduate or 3.0 as a graduate student. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar's Office:

1. A completed application for readmission. There is no fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer.

Students applying for readmission with less than a 2.0 cumulative grade point average as undergraduates or a 3.0 as graduate students are required to submit a written request to the dean of the school of their prior enrollment. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Generally, readmitted students are permitted to graduate from the University according to the degree requirements set forth in the catalog under which they originally enrolled. However, students who leave the University and are not enrolled for three consecutive years must fulfill the catalog requirements in force at the time of re-enrollment.

Files are purged five years from the last date of attendance. Students who seek readmission after that time, and have attended other institutions, must secure new transcripts from those institutions.

Repeating Courses

Please refer to the appropriate college’s or school’s section in this catalog for specific policies regarding the repetition of courses.

Class Auditing Regulations

Students who audit courses are assumed to be seriously interested in the courses for which they enroll. An official entry of "audit" on a student's permanent academic record will be made only if he or she attends 75 percent of the class-sessions of the course. Auditing classes outside of the students College of record requires approval of the Dean of the College in which the course is taught.

Full-time students may audit, with the approval of the instructor, any courses for which they are eligible. (Laboratory science and computer science courses may be audited, but the auditor may audit only the lecture sessions.) There is no special audit fee for full-time students. Courses audited may not later be established for credit by examination, nor may audit courses be changed to credit courses after the last day for course schedule changes (drop/add). Courses that a student audits may not later be taken for credit. Auditors submit no daily work, take no examinations, and receive no credit for courses audited. They may participate in the class discussion only with the permission of the instructor.
A part-time student may audit courses with approval. The auditing fee for such auditors is listed in the Financial Information section of this catalog.

**Schedule Changes, Course Withdrawal, and Term Withdrawal (Resignation)**

**Schedule Changes**

Course changes (dropping and/or adding) may be made during the drop/add period, as specified in the calendar of this catalog.

To change courses during this time period, a student must complete a Drop/Add/Withdrawal Form (available at the Registrar's Office) and secure the advisor’s signature, if required.

Courses dropped during the drop/add period will not appear on the student’s grade report or permanent academic record.

**Course Withdrawal**

A student may withdraw from a course with a grade of W after the drop/add period and on or before the last day for withdrawals, as shown in the current calendar. Dates for withdrawals from special short courses are set by the appropriate division chairperson or dean. For these withdrawals, the grade of W will be recorded on the student's grade report and on the permanent record. Withdrawals are not used to compute grade point averages. To withdraw officially, a student must notify the Registrar's Office in writing of his/her intent to withdraw. If the official withdrawal is not completed within the time limits described, a grade of F will be assigned if the student discontinues class attendance and performance. (See “Term Withdrawal.”)

**Term Withdrawal/Resignation**

Term withdrawal (resignation) from the University occurs when a student officially withdraws from all courses in which s/he is enrolled at any time after the end of the drop/add deadline for a given session and semester. Please note that a student must withdraw from all sessions of a semester in order to complete a term withdrawal. The effective date of withdrawal is the date the form is received by the Office of the Registrar. Grades of W will be awarded for all of a student's courses when s/he officially withdraws before the published withdrawal deadlines for each session and semester. In order to receive grades of W, a student must complete the Term Withdrawal Form and submit it to the Office of the Registrar by the published deadline. A student who withdraws after the deadline must complete the form for official withdrawal, but grades of F will be recorded for his/her classes. In extreme personal circumstances and with appropriate documentation, a student may appeal to the associate dean of his/her college to have grades of W awarded when officially withdrawing after the deadline.

Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal. Failure to officially withdraw will result in academic and financial penalties.

A student who withdraws from a course or from the University when a disciplinary action or honor code violation is pending is not necessarily exempt from a sanction and the final outcome may disqualify the student from receiving a refund.

Information on Mercer's refund policies can be found in the "Financial Information" section of this catalog.
Advance Placement, CLEP, and International Baccalaureate Credit

Students who take Advanced Placement (AP) courses at the high school level and complete the examinations administered by the Educational Testing Service are awarded credit based on the scores and course equivalent(s), as determined by the appropriate Mercer academic department for each exam. No credit may be awarded for scores of 1 or 2. Applicants should request that an official score report from The College Board be sent to the Office of the Registrar.

Credit is also awarded for examinations administered by the College Level Examination Program (CLEP). Credit is awarded for scores of 50 or higher on the general and/or subject exams. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

The International Baccalaureate Program is an internationally recognized curriculum that is taught at numerous high schools in the United States, Canada, and other countries. Mercer awards credit for scores of 5, 6, or 7 on the higher-level examinations of the International Baccalaureate Program. Score reports should be included with the student’s final high school transcripts or provided by the International Baccalaureate Office. A student may receive no more than 30 hours of credit from all course examinations including Advanced Placement, CLEP, and the International Baccalaureate Program.

Transfer Credit from Foreign Institutions

If a student wishes to transfer credits earned at a foreign institution to his/her record at Mercer, the student must supply the Registrar’s Office with an official copy (still sealed in the original envelope) of a credit evaluation from a reputable U.S. evaluation service; the evaluation should include all of the credits that the student wishes to transfer to Mercer. Once the Registrar's Office receives an official evaluation, the student's foreign credits will be reviewed to see if they are eligible for transfer to the student's Mercer degree. Please note that the registrar makes the final decision when accepting credits from a foreign institution.

Independent Study

In special cases, when a student needs to take a course listed in the catalog but the course is not being taught during the term it is needed, the student may request to take the course on an individualized basis. The student should contact the appropriate dean’s office for required procedures.

Class Attendance

While the University encourages independent study on the part of students, regular class attendance is expected in most courses. No attendance regulation is prescribed by the University; faculty announce their expectations about attendance in course syllabi.

Religious Observance

Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with their instructor(s) regarding the date of the absence at the beginning of each semester or session, or at least two weeks prior to the dates of absence. The disposition of missed assignments will be arranged between instructor and student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the
instructor. Students who feel that their academic performance will be compromised by
the alternative assignment/examination timetable may ask that the instructor’s dean
review the instructor’s decision.

Final Examinations

Examinations are administered at scheduled times at the end of each semester. Students must report to examinations at the times scheduled. Changes in the
examination schedule will be authorized only by a dean or division chair. Permission for
a make-up examination due to illness or other emergency may be permitted at the
discretion of the instructor.

Transient Status for Mercer Undergraduate Students

An undergraduate student who wishes to take academic courses elsewhere as a
transient student and apply those credits toward a Mercer degree must obtain written
approval in advance from an assistant dean and the Registrar’s Office and must have
been enrolled at Mercer and attended classes for at least one semester prior to this
request. Transient Permission Forms are available in the Registrar’s Office. Failure to
obtain written approval in advance may preclude acceptance of the transfer credit. A
student normally will not be permitted to attend another institution as a transient student
for more than two consecutive academic terms. No correspondence work will be
accepted for credit toward a degree. Mercer University does accept courses from the
Independent Study Programs of the University of Georgia for transfer credit; the
maximum credit accepted from this program is 9 semester hours.

A student must be in good academic standing to be approved to take courses as a
transient student. Ordinarily, the last 32 semester hours of degree work must be earned
in residence at Mercer University. At least 12 semester hours of upper division work in a
major, concentration, or specialization and 6 semester hours of upper division work in a
minor, if elected, must be done in residence.

Courses that are equivalent to courses offered at Mercer will transfer as long as the
institution is regionally accredited and the student earns a grade of C or better in each
course. Course outlines (syllabi) and catalog information may be required before
approval for transient status is granted.

Courses taken at another institution will in no way affect a student’s Mercer
cumulative grade point average; however, all transfer credit attempted will be considered
when determining University honors at graduation.

A student may only transfer a total of 64 semester hours from two-year colleges to
Mercer (see the section on transfer credit). If 64 hours have previously been transferred
from two-year colleges, transient credits will displace course hours that are not needed
for a student’s program completion.

It is the student’s responsibility to request that a transcript be sent to the Registrar’s
Office. No credit will be awarded until an official transcript is received from the institution
attended.

Academic Warning, Probation, and Suspension

The minimum standard for satisfactory academic achievement (good standing) is a
grade point average of 2.0 for undergraduate students, 2.0 for professional students, and
3.0 for graduate students. Individual programs may set a higher minimum standard.
These minimum grade point averages are required for the awarding of any degrees.
Students whose averages fall below these minimal are deemed to be making
unsatisfactory progress and placing their academic careers in jeopardy.
Refer to the academic program section of this catalog to see specific policies regarding academic warning, probation, and suspension for each school/college.

**Dean’s List and President’s List**

Refer to the section of this catalog pertaining to the undergraduate program of the Stetson School of Business and Economics for minimum criteria for Dean’s List and President’s List standing. Graduate programs do not have a Dean’s List.

**Awarding of Degrees**

The University awards degrees at the end of each semester. Diplomas will be released to students and transcripts annotated upon the certification of completion of all degree requirements. A commencement ceremony is held in May of each year. (Please see “Participation in Commencement Ceremony” below.)

**Undergraduate Degree Requirements**

Undergraduate students must complete at least 32 credit hours and not less than one fourth of their minimum degree requirements at Mercer to be awarded a Mercer degree. Ordinarily, the last year of academic work (32 semester hours) must be done in residence. At least 12 hours of upper division work in a major, concentration, or specialization and 6 hours of upper division work in a minor, if elected, must be done in residence.

A bachelor’s degree requires a minimum of 120 semester hours of academic courses numbered 100 and above. Many programs of study will require more. Refer to the specific major requirements for the credit hours needed to complete a particular program. Courses numbered below 100 do not count toward the fulfillment of the hours required for graduation. Hours earned in any school or college of the University may be used to satisfy the requirements of any undergraduate degree. Students must, however, fulfill all degree requirements of their particular degrees of choice. Using one course to satisfy two different requirements (general education, major, minor, second major) is often referred to as "double dipping." For Mercer's undergraduate programs, students are allowed to double dip courses at the 100- and 200-level. However, a student may not use any combination of more than two 300- or 400-level courses to satisfy the requirements in different majors and/or minor programs.

A cumulative grade point average of 2.0 or higher is required for graduation. Students must also have at least a 2.0 average in the minimum requirements for a major, concentration, specialization, or minor. Individual schools require higher than 2.0 averages for admission to some programs and to meet graduation requirements in certain programs. Students should see the specific requirements of their program of study in this catalog.

A student who wishes to complete a second major in a different school/college from that of his/her first major must fulfill the specific course requirements for the second major plus additional requirements that may be arranged on an individual basis. The student should consult an academic advisor in the second major. The advisor and/or the department chair will determine what course work other than that usually prescribed for the major, if any, will be required. For example, a student seeking a degree in engineering or business may earn a second major in the College of Liberal Arts by completing the specific courses listed for the second major and other work that may be deemed appropriate by the advisor and department chair for the second major.

Minors may also be earned across school or college lines under the same provisions as those stated above for majors. The Stetson School of Business and Economics offer
minors for non-business students in accounting, business administration, and economics. Majors and/or minors that are earned across school or college lines will be noted on permanent records but not on diplomas.

**Second Degree**

Students who wish to have two bachelor’s degrees conferred simultaneously must complete the general education requirements of both programs, both the usual and special requirements of a major, concentration, or specialization in each program, and at least 18 credit hours more than the minimum required to earn one bachelor’s degree.

Individuals who seek a second bachelor’s degree after graduation must complete the general education requirements appropriate to the degree being sought, meet the residency requirements of a major, concentration, or specialization, and spend a minimum of two semesters (at least 32 hours) in residence at Mercer.

In cases where course work from a previous degree is used to fulfill requirements for any second degree, the grade point average for the two degrees will be combined.

**Application for Graduation**

All students must apply for graduation. It is the student’s responsibility to be aware of all departmental, school/college, and university degree requirements, as published in the catalog, and to ensure that such requirements have been met or that appropriate waivers have been secured and filed in the Office of the Registrar.

The application must be filed with the Registrar’s Office one term prior to the expected date of graduation.

**Participation in Commencement Ceremonies**

Participation in the graduation ceremony does not necessarily represent conferral of the degree. Degrees are awarded at the ends of the terms in which all degree requirements are met. Students may participate in only one ceremony for each degree sought.

**Stetson School of Business and Economics (Undergraduate Degrees)**

Only those students who are in a position to complete all requirements for graduation by the end of the spring semester may participate in the commencement ceremony. This requirement may include students to whom degrees have already been awarded during the current academic year, either during the previous summer or fall terms.

In extraordinary situations, an undergraduate student who requires no more than 12 credit hours for graduation and plans to complete the degree requirements during the summer session immediately following commencement may petition the Associate Provost of Undergraduate Studies for special consideration. A student must have a minimum of 108 earned by the end of the spring semester and meet minimum GPA requirements in order to have his/her petition considered.

Contact the appropriate graduate college/school for information and requirements pertaining to participation in Commencement.

**Graduation with Honors**

Candidates for bachelor’s degrees with a grade-point average of 3.50 will receive their degrees cum laude; those with an average of 3.70, magna cum laude; and those with 3.85, summa cum laude.

To be eligible for honors, a student must have earned a minimum of 30 semester hours and at least a 3.50 GPA at Mercer. In determining the average of a student with
any transfer credit, the total average and the Mercer average will be evaluated separately, and the student will be given the standing of the lower of these two averages. All college work attempted, including grades of D and F for which transfer credit has not been awarded, will be included in the calculation of the cumulative grade point average for graduation with honors.

A student, who by virtue of a grade or grades made in repeated work achieves an overall grade point average which would otherwise qualify him or her for graduation with honors, will not be considered eligible to receive honors. A student who has been convicted of an Honor Code violation is not eligible to graduate with honors.

Student Records (Transcripts)

A complete copy of a student’s academic record (transcript) may be obtained by the student by presenting a written request to the Office of the Registrar. Telephone and e-mail requests will not be honored. Transcripts produced by the Office of the Registrar include the entire record of a student’s academic history at Mercer University. The transcript includes all undergraduate and graduate course work.

Academic records accumulated in Walter F. George School of Law and the School of Medicine must be requested separately from the appropriate school.

The University does not provide copies of Official Transcripts from other schools.

Student Rights Pertaining To Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students at Mercer University certain rights with respect to their educational records. These rights include:

1. The right to inspect and review a student’s educational records within 45 days of the day the Office of the Registrar receives a written request for access.

The student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the registrar does not maintain the records, the student shall be advised of the correct official at the University to whom the request should be addressed.

2. The right to request the amendment of the student’s educational records if the student believes them to be inaccurate.

The student may ask the University to amend a record that he/she believes is inaccurate. The student should write the registrar, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the registrar (or another appropriate official, if the record is maintained by another office) will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s educational record, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A “school official” is a
person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a "legitimate educational interest" if the official needs to review an educational record in order to fulfill his or her professional responsibility.

Another exception which permits disclosure without student consent is disclosure to officials of another school, school system, or institution of post-secondary education where a student seeks or intends to enroll. Upon the request of an institution in which a student seeks or intends to enroll, the University will forward the student's education records to the requesting institution. Upon request, the student may obtain a copy of the record that was disclosed and have an opportunity for a hearing as provided above.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The right of a currently enrolled student to request that his/her “directory information” not be released by Mercer University. The University, at its discretion and without the written consent of the student, may release “directory information,” which includes the following items: student name, address, e-mail address, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received,
most recent previous institution attended, participation in officially recognized activities and sports, and photographs or video images.

A student request for non-disclosure of the above items must be filed with the Office of the Registrar.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mercer University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.
The Eugene W. Stetson School of Business and Economics

Susan P. Gilbert, Dean/Professor
J. Michael Weber, Ph.D., Associate Dean/Professor
Steven R. McClung, Ph.D., Associate Dean/Associate Professor
Sean S. Chen, Madeline Domino, Allen K. Lynch, Nicholas Marudas, Etienne Musonera, Robert Perkins, and Steven J. Simon, Associate Professors
Carol J. Cagle, Elizabeth Chapman, Kimberly A. Freeman, Kathy D. Mack, Geoffrey Ngene, Julie A. Petherbridge, Ania Rynarzewska, Antonio Saravia, and William V. Luckie, Jr. (Emeritus), Assistant Professors
C. Gerry Mills, Stephanie B. Morris, and J. Allen Rubenfield, Lecturers

The Mission of Mercer University’s Stetson School of Business and Economics

Mission Statement
The Stetson School of Business and Economics (SSBE) delivers career focused business education to develop entrepreneurial leaders and responsible global citizens.

The fulfillment of SSBE’s mission is guided by its strategic plan, SSBE Aspires! In short, SSBE aspires to be a highly respected professional school of Mercer University, known for its work in entrepreneurship and economic development, its unique experiential offerings to students, and its top quality academic programs. We foresee that our committed and engaged faculty, staff and alumni, in combination with attentive student services, make SSBE an excellent choice for high caliber business students – and our graduates, a top choice for employers.

Accreditation
The Stetson School of Business and Economics (SSBE) is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; telephone (813) 769-6500; www.aacsb.edu.

Code of Conduct
Honesty and integrity are necessary to the academic and professional functions of business. Acts of dishonesty undermine the basic foundation of the academic environment. Students have a responsibility to: strive toward, and encourage the pursuit of, academic excellence and professional knowledge; conduct themselves in a dignified and ethical manner; abide by the procedures, rules and regulations of Mercer University; and respect the guidelines prescribed by each professor in the preparation of academic assignments.
Undergraduate Degrees

The Stetson School of Business and Economics offers the Bachelor of Business Administration (BBA) degree, with a Personal Portfolio of Study (PPS), Human Resource major, or Accounting major. BBA students who meet certain criteria may apply for the combined BBA/MBA or BBA/MAcc degree program.

Graduate Degrees

Information on the Master of Business Administration, Executive Master of Business Administration, Professional Master of Business Administration, Master of Accountancy, and Master of Science in Business Analytics programs is published in the Graduate Section of this catalog.

Study Abroad Program

The Stetson School of Business and Economics Study Abroad Program offers students an excellent opportunity to study different cultural and organizational perspectives and to explore their effects on business concepts and practices. This international experience, which carries three (3) hours of credit in International Business, is an important component of the School's academic programs. The study abroad program includes lectures in international management, marketing, finance, and law; cross-cultural simulations; and visits to varied public and private sector organizations in locations around the world. Interested students should contact the program director for specific information.

International Student Services

The SSBE provides information to international students about government regulations concerning F-1 Student Visas. International Students are encouraged to seek assistance from the International Student and Scholar Advisor in the Office of International Programs.

UNDERGRADUATE PROGRAMS
POLICIES AND PROCEDURES

Bachelor of Business Administration (BBA) Program

Admission

On Atlanta’s Cecil B. Day campus, the Stetson School of Business and Economics offers the Bachelor of Business Administration (BBA) program. Selected general education courses usually taken in the freshman and sophomore years are available to students enrolled in SSBE.

Freshmen

Included in this category are applicants who have never previously attended a technical school, college, or university. Applicants must have received a high school diploma from a regionally accredited high school or passed the Test of General Educational Development (GED). Applicants who have passed the GED examination with a minimum score of 250 (exams taken prior to Jan. 1, 2002) or 2500 (exams taken after Jan. 1 2002) may be considered for admission. The following materials are required from applicants for admission:
1. A completed Undergraduate Application for Admission.
2. A non-refundable application fee of $25.
3. An official high school or GED transcript.

Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Admissions Office in a sealed envelope directly from a high school or testing agency. Test scores received on an official high school transcript are acceptable. An academic transcript from high school is required of each freshman applicant, regardless of the year of high school graduation. Generally, high school transcripts may be requested by contacting the board of education in the county where the high school is/was located. Official GED transcripts can be obtained by contacting the department of adult education in the state in which the exam was taken.

All entering first-time undergraduate freshmen must complete proficiency assessments conducted by the Office of Admissions. Accepted GED recipients with little or no previous college credit will be required to take FDLS 110 (The Culture of the University), FDLS 115 (Mathematics, Problem-posing, and Culture), and FDLS 130 (Language and Communication). If, as a result of the proficiency assessment scores, first-time freshmen are judged by their mentor to be ready for a higher level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-time freshmen must enroll in FDLS 110. First semester freshmen are limited to nine (9) hours for the first semester of enrollment.

All first-time freshmen will be assigned a faculty mentor, selected for his/her ability to work effectively with students new to the college experience. Financial counseling of entering first-time freshmen by the Financial Planning Office will continue as it relates to early draw down of/request for loan support. Please note that first-time freshmen in the Regional Academic Centers may only enter the University during the fall and spring semesters.

**Transfer Students**

Included in this category are applicants who received credit for college-level work at any regionally accredited college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any other regionally accredited institution within the past twelve months. Generally, admission is offered to those applicants who meet the following criteria:

1. A cumulative grade point average of 2.5 or better for all college-level credit attempted.
2. Good academic standing at the last regionally accredited college or university attended.

Students who do not meet the cumulative grade point average of 2.5, as stated above, but do have at least a 2.25 cumulative grade point average may be eligible for qualified admission status. Those students who have not completed all of the 36 hours in General Education requirements should work closely with the Director of Academic Affairs to assure timely completion of all degree requirements. Students having less than one year of credit are advised to contact the Director of Admissions (678-547-6417) to discuss options for completing the general education requirements.

Remedial or sub-collegiate courses are not accepted for transfer. The maximum credit allowable from all two-year colleges attended is 90 quarter hours or 60 semester hours. The maximum credit allowable from all institutions combined is 90 semester hours. Blanket credit for general education requirements is not awarded for associate degrees.
ALL APPLICANTS NEED TO SUBMIT THE FOLLOWING MATERIALS:

1. A completed undergraduate Application for Admission.
2. A non-refundable application fee of $25. $100 for international applicants.
3. Two official transcripts from all colleges attended.

Interviews may be requested by the student or the Director of Admissions.

I. Transfer

A transfer student is one who has received credit for college work attempted at another regionally accredited institution. (This includes students who already have a bachelor’s degree but wish to work toward another undergraduate degree.)

Materials needed:

1. Official transcripts of all college work attempted. Transcripts should be sent directly to the Office of Admissions from each institution attended. Once the applicant has been accepted and all official transcripts have been received, the Campus Registrar will complete an official evaluation of the transfer credit. The admissions file is not complete until all transcripts have been received. Transfer credit evaluations and subsequent registration will be delayed until the admission file is complete.
2. An interview (if desired by the student or requested by the SSBE).

II. International Applicants

Full Admission

Official high school transcript with official translations in English

- Proof of English proficiency as demonstrated by acceptable SAT or ACT test scores [official TOEFL scores of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)] or 6.5 IELTS, or successful completion of the final level of the Mercer University English Language Institute course

Personal interviews may be required.

Conditional Admission

Students who are accepted conditionally must complete the English Language Institute and successfully complete the Bridge Program with a grade point average of 2.5 or higher. To be accepted conditionally, students must submit the following, to the Office of International Students.

- Official high school transcript with official translation in English
- Letter in English describing career plans and goals
- Letters of recommendation in English (maximum of three) from former teachers, colleagues, or professionals who can comment on the student’s academic potential

Transfer Students

Students who have completed at least one year of university-level work are not required to submit high school transcripts but are required to submit for evaluation official copies of all university transcripts with official copies in English. Depending upon the
evaluation of these transcripts, students may be required to complete certain courses in the Bridge Program.

**Bridge Program**

The Bridge Program assists international students in further developing the language skills needed for university-level course work. Classes are offered on the Cecil B. Day Campus of Mercer University in Atlanta through the Penfield College of Mercer University. Undergraduate students who are accepted conditionally into a Mercer program or a prospective graduate student who needs additional language instruction can take courses through the Bridge Program. Students enrolled in the Bridge Program must complete one mathematics course and all of the following courses.

- FDLS 110. Culture of the University
- FDLS 130. Language and Communication
- ENGL 100. English as a Second Language
- COMM 171. Introduction to Public Speaking

Students may take up to 30 credit hours of elective and general education courses in the Bridge Program before they declare an undergraduate major or a field of specialization.

Because additional processing time is required, international students should submit the application and all supporting documents at least 60 days prior to the start of the desired semester of entrance. A non-refundable application fee of $100 U.S. is required.

**III. Transient**

Students currently matriculated at another college, and in good standing there, may be enrolled as transient students. The normal application procedures should be followed, but in place of the transcript, a letter from the Registrar of the college in which the student is enrolled should be sent to the Director of Admissions giving specific approval for the student to attend the University and specifying which course(s) may be taken.

**IV. Special**

Those students who hold a bachelor’s degree and who want to take courses for credit, but are not pursuing a degree should follow the application procedures for transfer students. Applicants should apply as a Non-Degree seeking undergraduate student.

**Incomplete Admission File**

If a student is conditionally admitted with an incomplete file, the file must be completed within the first semester of enrollment. The most frequent reason for an incomplete file is not having official transcripts from each school previously attended. If the file is not completed, the student may not register for the next semester, receive grades, or have transcripts sent. Official evaluation of transfer credit is delayed until all official transcripts have been received. Students with incomplete files are responsible for assuring that they do not repeat a course for which they already have credit. No tuition refunds or credits will be provided if a student with an incomplete file repeats a course he/she has already taken.
Other Policies and Procedures

Repeating Courses

A student may repeat a course in order to earn credit for the course or improve the grade. No course may be taken more than twice in the undergraduate program. A maximum of four courses may be repeated. INT 101 and GBK 101, courses designated as first-year courses, may only be repeated during the sophomore year. UNV 101 may not be repeated.

Students who are repeating courses in an attempt to meet minimum graduation requirements for grade point averages in their major, minor, and/or school or college, or who have other extenuating circumstances, must have the appropriate associate dean's permission to exceed the four course limit. See Graduation With Honors section of this catalog. Enrollment documents for such courses will carry the notation of “repeat” next to the course, and this notation will appear also on the class roll and the student’s permanent record. Credit hours will be granted only once for any given course. The grade recorded in the final attempt at taking the course will prevail. The final grade will be used in computing the student's cumulative grade point average whether the grade is higher or lower than any previous grade(s) earned for this course. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the appropriate associate dean.

When a course is repeated, the student is subject to the catalog restriction on the total number of credit hours that may be taken in a single term. With an associate dean’s approval, a student who has a C average or above may, in extraordinary circumstances, be allowed to take the “repeat” course as an overload. A course may be repeated on an audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s).

Courses originally taken on a letter grade basis may not be repeated on a satisfactory/unsatisfactory basis.

Courses taken at another institution will not be accepted as Mercer “repeat” credit.

Transfer Credit

Course work with a grade of C- or better earned at regionally accredited institutions will be evaluated on a course-by-course basis and considered for transfer as an equivalent Mercer course or as elective credit. Remedial or subcollegiate credits will not be transferred. The maximum credit allowed from all two-year colleges attended is 64 semester hours (96 quarter hours). A minimum of 32 credits must be earned in residence at Mercer University for graduation regardless of the number of credits accepted in transfer.

The last thirty-two semester credits of academic study applied to the degree at Mercer University must be completed in residence. After admission, the student’s grade point average will be computed on his/her Mercer work only. Transfer students are reminded that they must meet the Mercer degree requirements.

Blanket credit for General Education requirements will not be awarded for Associate Degrees. Applicants wishing to receive transfer credit for the courses taken at a community college must provide documentation validating equivalency to corresponding SSBE core courses.

No correspondence work will be accepted for credit toward a degree. Mercer University does accept courses from the Independent Study Programs of the University of Georgia for transfer credit; the maximum credit accepted is 10 semester hours. Credit earned under alternative forms of delivery, such as distance learning, will be evaluated on a case-by-case basis.
Undergraduate Transfer and Equivalency Credit Policies

The following policies concern academic credit transferred from other accredited institutions of higher education, and courses taken in other units and at other locations within the University.

1. Semester credits transfer into the University on a one-for-one basis. Each quarter hour of credit is awarded 2/3 semester hour of credit. Credits taken in any School or College of the University are recognized in all other Schools and Colleges of the University.

2. To fulfill any science general education requirement, transferred courses must include a laboratory component.

3. Upper division credit will be granted for business courses taken at another four year institution, except for MGT 498, which must be taken in residence. Upper division credit for the Business Core Courses: BUS 350, ECN 301, ECN 302, ECN 303, FIN 362, MGT 363, and MKT 361 taken at a two year institution can be obtained by:
   a. Taking the CLEP test (if available) and earning a score of 50 or above, or,
   b. Taking an upper division course (300 or 400 level) in the same discipline and passing with a grade of C or better. This would validate the lower division course work, thereby satisfying the core requirement. Validation of the course does not reduce the number of upper division hours needed to graduate.

   Upper division credit will be granted for BUS 346 taken at a two year institution.

Advance Placement, CLEP, and International Baccalaureate Credit

Students who take Advanced Placement (AP) courses at the high school level and complete the examinations administered by the Educational Testing Service are awarded credit based on the scores and course equivalent(s), as determined by the appropriate Mercer academic department for each exam. No credit may be awarded for scores of 1 or 2. Applicants should request that an official score report from The College Board be sent to the Office of the Registrar.

Credit is also awarded for examinations administered by the College Level Examination Program (CLEP). Credit is awarded for scores of 50 or higher on the general and/or subject exams. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

The International Baccalaureate Program is an internationally recognized curriculum that is taught at numerous high schools in the United States, Canada, and other countries. Mercer awards credit for scores of 5, 6, or 7 on the higher-level examinations of the International Baccalaureate Program. Score reports should be included with the student's final high school transcripts or provided by the International Baccalaureate Office.

CLEP credit for courses in the PPS must be approved by the faculty of the academic discipline concerned. An official transcript from the College Entrance Examination Board must be provided in order for the CLEP credit to be accepted as transfer credit.

Students presenting Advanced Placement, CLEP, or International Baccalaureate scores may not receive more than 30 semester hours total credit from any or all three
sources. Under highly unusual circumstances, an appeal to the Dean may be made for credit greater than 30 hours. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

Readmitted Students

Students who have interrupted their studies at Mercer University for one year or more and wish to return to the University must apply for readmission via the Registrar’s Office. Applications should be submitted at least two weeks before the beginning of the semester in which the student expects to enroll. Readmission applicants must request that the registrar of each school attended since their last enrollment at Mercer University send an official transcript directly to the Enrollment Services Center to complete their files prior to the registration period for the following semester.

If a student’s previous record shows a grade point average below a 2.0, his/her application for readmission will be reviewed by the appropriate faculty committee. This Committee will stipulate the conditions for readmission. Students who are suspended should consult the section on Academic Suspension. Students should consult the General Academic Regulations section on Readmitted Students for other University policies that may apply.

Satisfactory-Unsatisfactory Grading Option

Students seeking the BBA degree (regardless of grade average or year at Mercer) are permitted to take two courses per academic year on a Satisfactory-Unsatisfactory basis with the following restrictions:

1. Required mathematics, communication, or computer science courses may not be taken on a S-U basis.
2. No course in accounting, business, computer information systems, economics, finance, management or marketing may be taken on a S-U basis, unless the course is graded on a nonoptional S-U basis.

Courses taken which are graded on a nonoptional Satisfactory-Unsatisfactory basis will not count toward the allowable two per year.

Curriculum Comments

Students should consult their advisors to determine the number of free electives. Students should review the prerequisites for courses included with the course descriptions to ensure that these prerequisites have been satisfied before attempting to register for courses.

Hours credit toward graduation are not awarded for exempted courses. Hours credit are awarded only for courses successfully completed, courses transferred in, and examinations successfully completed through the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), or the University’s Credit-by-Examination Process. For special topics and research in accounting, business, economics, finance, management and marketing, credit hours are determined by the nature of the topic, with a maximum of 3 hours for a given subtitle. Various subtitles may be taken for a maximum of 6 hours credit in a student’s PPS. A maximum of 6 hours of additional special topics credit may be taken outside the PPS but within the School.
Recognition of Scholarship

President’s List and Dean’s List

Mercer undergraduate students are recognized for superior academic performance by inclusion on the President’s List and Deans’ Lists. Course load, grade point average, and other specific conditions determine inclusion. Criteria for these lists are shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Normal Letter Graded* Hours</th>
<th>Required Semester GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s List</td>
<td>12</td>
<td>4.00</td>
</tr>
<tr>
<td>Dean’s Lists</td>
<td>12</td>
<td>3.55</td>
</tr>
<tr>
<td>Dean’s Lists</td>
<td>8</td>
<td>3.55</td>
</tr>
</tbody>
</table>

*Letter Grades: A, B+, B, C+, C, D, or F

Inclusion is subject to the following additional conditions:

1. No grades below C.
2. Grades of Satisfactory on all Satisfactory/Unsatisfactory graded work in excess of the minimum normal letter graded hours.
3. Students who have been found responsible for an Honor Code violation are not eligible for either list for the term in which the violation occurred.

Beta Gamma Sigma

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB International. The society’s mission is to encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

Election to lifetime membership in Beta Gamma Sigma is the highest honor a business student anywhere in the world can receive in an undergraduate or master’s program at a school accredited by AACSB International. Eligibility for membership is determined by high academic achievement. Only the top 20% of graduate students, the top 10% of seniors, and the top 7% of juniors, based on grade point average, are eligible for membership and lifetime benefits. With more than 500,000 members worldwide, and alumni chapters in major metropolitan areas across the United States, the Society’s membership comprises the brightest and best of the world’s business leaders.

Graduation with Honors

Candidates for Bachelor’s degrees with a grade-point average of 3.50 will receive their degrees cum laude; those with an average of 3.70, magna cum laude; those with 3.85, summa cum laude. To be eligible for honors, a student must have earned a minimum of 32 semester hours at Mercer. In determining the average of students with any transfer credit, the total average and the Mercer average separately will be taken, and the student will be given the standing of the lower of these two averages. All college work attempted, including D’s and F’s for which transfer credit has not been awarded, will be included in the calculation of the cumulative grade point average for graduation with honors.
A student who by virtue of a grade or grades made in repeated work achieves an overall grade point average which would otherwise qualify him or her for graduation with honors will not be considered eligible to receive honors. A student who has been convicted of an Honor Code violation is not eligible to graduate with honors.

School Honors at Graduation

Honors may be earned independently from overall undergraduate honors (cum laude, magna cum laude, summa cum laude). The School Honors recognize those students who have performed at an exceptionally high level on course work within the School. The requirements are as follows: A grade point average of 3.75 or higher must be earned on Core Curriculum courses and in the PPS or major. (Transfer students must attain a 3.75 or higher grade point average on all courses taken at Mercer in the Core Curriculum and the major and a combined grade point average of 3.75 or higher on all courses in the Core Curriculum and PPS at Mercer and at other institutions from which credit is received.)

Academic Warning, Probation, and Suspension

The minimum standard for satisfactory academic achievement is a grade point average of 2.0 for undergraduate students. Anything below this minimum puts the student’s academic career in jeopardy.

1. Any full-time student who fails to pass a minimum of three hours in any term will be subject to academic suspension. Additionally, students who have demonstrated an inability to complete the special academic requirements of their chosen program of study may be suspended.

2. Because a minimum 2.0 cumulative grade point average is required for the awarding of any degree, a student whose average is below the minimum is deemed to be making unsatisfactory academic progress.

A warning shall be issued to students whose cumulative average is below 2.0 unless the average is below those listed in the following table, in which case probation is incurred immediately. Once on probation, students who are allowed to enroll (that is, those not suspended, as explained below) will remain on probation until the required minimum is met. Students who fail to fulfill the conditions of their probationary status may be subject to suspension. Students with a cumulative average below 2.0 but at or above the averages listed in the table will continue to be warned.

<table>
<thead>
<tr>
<th>Total Hours Earned</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-16</td>
<td>1.40</td>
</tr>
<tr>
<td>17-32</td>
<td>1.70</td>
</tr>
<tr>
<td>33-48</td>
<td>1.80</td>
</tr>
<tr>
<td>49-63</td>
<td>1.90</td>
</tr>
<tr>
<td>64-128</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Total hours earned include transfer credit and hours earned at Mercer, but only Mercer hours are used to calculate the cumulative grade point average.

3. Students who fail to meet the required minimum cumulative grade point average on three consecutive occasions (including summer term) will be subject to suspension for one term.
4. Students who believe that suspension has resulted from extenuating circumstances may appeal the decision to the dean or designated committee of the school.

5. Any student who has been suspended for academic reasons will be readmitted only under provisions approved by the appropriate dean. A student who fails to meet the provisions of readmission or after readmission fails to meet the required minimum cumulative grade point average may be suspended indefinitely.

6. Students who are subject to suspension because they have not met minimum academic requirements by the end of the regular academic year will be allowed to attend the Summer Term in an attempt to meet the minimum.

Exceptions and Appeals

Exceptions to policy or appeals of policy decisions must be made in writing to the dean's office of the Stetson School of Business and Economics. These will be reviewed by the Students' Committee, which will make a recommendation to the appropriate dean. Appeals for reconsideration of a decision by the Students' Committee must be presented in writing to a dean.

Second Degree

A student seeking a second undergraduate degree must satisfy the undergraduate degree requirements for the BBA degree, as outlined below, and must meet the requirements for a second bachelor's degree as outlined in the general University policies on undergraduate degree requirements.

Individuals who seek a second degree after graduation are subject to all admissions, academic and residence requirements appropriate to the degree being sought.

In cases where course work from a previous Mercer degree is used to fulfill requirements for any second degree, the grade point averages for the two degrees will be combined.

Academic Internships

Academic internships are available or can be arranged for students in the Stetson School of Business and Economics. A student must be at least a sophomore with a 2.5 GPA and 9 or more credit hours in business courses. Arrangements between the University and the entity providing the work experience are coordinated by the Office of Career Services, in the Division of Student Life. Each internship must be approved by the Associate Dean or the Program Director. An internship carries one (1) hour of academic credit per semester, and can be repeated once for an academic career maximum of two (2) credit hours. All internships will be graded on a mandatory S/U basis. Internships may be counted only as elective hours, and may not be substituted for or added to any academic courses required for or counted toward any PPS or major. Students should register for BUS 318, Internship in Business.

Non-Degree Seeking Policy

Applicants from an accredited institution (Regionally) and wish to take courses may apply as non-degree seeking students and take courses for which they are eligible. Please be aware that non-degree students do not receive a transfer evaluation of previous coursework. Non-degree seeking students aren't planning to get a degree from
the university. They may already have a degree and need some specific courses or they might be taking courses solely for their own personal satisfaction, enrichment, or professional development. They may get assigned an adviser but there are no course requirements other than prerequisites for particular courses. Often, they are taking courses for the purpose of transferring them somewhere else immediately (transient student).

Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at the last institution attended. Registration is on a space-available basis and will require SSBE approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student.

Coursework taken as a non-degree student carries no degree credit. Up to 12 semester hours earned as an undergraduate non-degree student may be applied toward an undergraduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification. Up to 9 semester hours earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification provided that a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.).

Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student.

**Undergraduate Degree Requirements**

To qualify for graduation with the Bachelor of Business Administration degree the following requirements must be satisfied:

1. A minimum of 120 semester hours of academic courses with a cumulative grade point average of at least 2.0.
2. A minimum cumulative grade point average of 2.25 in all business courses taken, either at Mercer or transferred from other institutions.
3. A minimum cumulative grade point average of 2.25 in the hours taken for the Personal Portfolio of Study, the Human Resource Management major, or the Accounting major, to include courses transferred from other institutions.
4. Completion of the general education requirements.
5. Completion of the mathematics, statistics, communication, and computer science courses required for the PPS or major earned.
6. Completion of the courses required in the Business Core.
7. Completion of the courses and any other requirements for a major.
8. Completion of a minimum of 60 semester hours of academic credit in courses other than those which are offered by the Stetson School of Business and Economics, or which transfer to Mercer as business courses, or which count toward the business core curriculum or toward a major in the BBA degree. For this purpose, up to nine semester hours of economics and up to six semester hours of basic statistics may count in the minimum 60 semester hours outside of Business.
9. Completion of a minimum of 32 hours from Mercer University, 30 semester hours from the Stetson School of Business and Economics. Students may count all economics courses taken in the Stetson School of Business and Economics toward meeting this requirement. Courses taken at another school or college of Mercer University, which meet the requirement of a business core curriculum course, or count toward a major in the BBA degree, will count toward meeting this minimum 30 semester hour requirement. MGT 498 must be taken in residence.

10. Completion of all but six hours of the major in residence.

11. Take the Senior Assessment Examination.

12. The recommendation of the faculty.

CURRICULUM

Students seeking the Bachelor of Business Administration degree must successfully complete the general education requirements, three mathematics courses, one communication course, one computer science course, twelve business core curriculum courses, and a six course Personal Portfolio of Study or major requirements.

General Education Requirements (48 hours) [SSBE Atlanta, Douglas, and Henry]

Communication (12 hours):
- **Written Communication (6 hours):** LBST 175 & LBST 180; or English Composition I & II
- **Oral Communication (3 hours):** COMM 171; or any other comparable transfer course
- **Other Communication (3 hours):** INSY 102; or any other comparable transfer course

Religion (3 hours):
- RELG 110; RELG 120; RELG 130; RELG 220; RELG 225; RELG 356; or any other comparable transfer course

Humanities/Fine Arts (9 hours):
- **Literature (3 hours):** LITR 207; LITR 247; LITR 277; LITR 334; or any other comparable transfer course
- **History (3 hours):** HIST 101; HIST 102; HIST 201; HIST 202; HIST 200; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; or any other comparable transfer course
- **Fine Arts or Philosophy (3 hours):** ARTH 101; COMM 104; COMM 205; LBST 250; LBST 255; MUSC 150; SCLT 201; or any other comparable transfer course

Behavioral/Social Science (3 hours)
- PSYC 111; SOCI 111; or any other comparable transfer course

Quantitative Reasoning (6 hours)
- MATH 130 and MATH 220; or any other comparable transfer courses
Scientific Reasoning (including a lab) (3 hours)
   BIOL 101; BIOL 105; ENVS 210; ENVS 215; PHYS 106; PHYS 220; PHYS 225; SCIE 215; SCIE 220; or any other comparable transfer course (excluding SCIE 100 or its equivalent)

Additional Requirements (12 hours):
   Any three additional courses from those listed above; or from higher-level courses from those disciplines listed above; or any foreign language courses (9 hours)
   COMM 270 (3 hours)

Business Core Curriculum (36 hours)
   The business core curriculum has been designed to insure that all students receiving the BBA degree will share an important common body of knowledge. This program of study provides the foundation of thinking tools needed throughout a wide range of positions of authority in business and not-for-profit organizations.
   ACC 204, 205
   BUS 346
   BUS 349
   BUS 350, MGT 382
   ECN 150, 151
   FIN 362
   MGT 363
   MKT 361
   MGT 498
   ECN 150, ECN 151, ACC 204 and ACC 205 should be completed by the end of the sophomore year. The faculty recommends that ACC 204 and ACC 205 not be taken until the sophomore year. Entry into the other courses normally is limited to juniors and seniors. MGT 498 must be taken in residence after senior standing has been attained and the following eight prerequisite courses have been completed: ACC 204, ACC 205, BUS 346, ECN 150, ECN 151, FIN 362, MGT 363 and MKT 361.

Majors

Personal Portfolio of Study (18 hours)
   The Bachelor of Business Administration degree program enables students to develop the administrative, analytical, decision-making, communication and computer skills necessary to succeed in today’s managerial driven world. The personal portfolio of study component of the BBA allows students greater flexibility in selecting courses that correspond to life and career goals.
   Students may create their own area of study by selecting six 300-400 level courses from one or more business disciplines (ACC, BUS, CSC, ECN, FIN, MGT, or MKT). Some example areas of study are: accounting, business administration, finance, financial resources management, management, marketing, or other areas as designed by the student.
Human Resource Major (Atlanta only)  (18 Hours)

Students may choose to major in Human Resource Management. The four required courses are:

- BUS 348  Employment Law
- MGT 423  Organizational Behavior
- MGT 429  Human Resource Management
- MGT 433  Labor-Management Relations

In addition, students must complete two additional 300-400 level courses from any business discipline (ACC, BUS, CSC, ECN, FIN, MGT or MKT).

Accounting Major  (Atlanta and Macon only)  (21 Hours)

Students may choose to major in Accounting. The five required courses are:

- ACC 372  Intermediate Financial Accounting II
- ACC 373  Intermediate Financial Accounting III
- ACC 375  Tax Accounting
- ACC 431  Auditing

In addition, students must complete two additional 300-400 level Accounting courses.

Free Electives  (15-18 hours)

Total Graduation Requirements  (120 hours)

For Students Not Pursuing the BBA Degree

A minor for students not pursuing the BBA degree is offered in business administration. A 2.0 grade point average is required to earn a minor. The School requires that upper-division work of a minor be done in residence.

The requirements for a minor in business administration are: ECN 150 or ECN 151, ACC 204, MGT 363, MKT 361 and one other 300-400 level course selected from the curriculum of the school. The fifth course should be selected in consultation with a faculty member in the school. Entry into 300- or 400-level courses normally is limited to juniors and seniors.

Guaranteed Admission to the Graduate Business Programs

A. The Guaranteed Admission Plus Degree (GAPD) Program accepts application from Mercer University undergraduates students and alumni for the following programs: Evening MBA, Full-Time MBA, Online MBA, Master of Accountancy, Dual MBA/MAcc, and the Master of Science in Business Analytics.

B. The Guaranteed Admission Plus Degree (GAPD) Program for BBAs may be granted to students completing a Bachelor of Business Administration (BBA) degree at Mercer University within two years of the completion of the BBA degree. To be considered for guaranteed admission, a student must meet the following the conditions outlined below:

a) All BBA degree requirements have been met and a minimum of 30 semester hours of undergraduate coursework must be completed at SSBE and 32 semester hours at Mercer.
b) An overall grade point average of 3.0 (including transferred hours)
c) An overall grade point average of 3.0 at Mercer University
d) An overall grade point average of 3.0 in all business core curriculum courses (including transferred hours)
e) An overall grade point average of 3.0 in all business core curriculum courses at Mercer University.
f) Earned a minimum grade of C in all business course work at Mercer University.

C. The Guaranteed Admission Plus Degree (GAPD) Program for Non-BBAs may be granted to students completing a non-business undergraduate degree at Mercer University, within two years of degree completion. To be considered for guaranteed admission, students must meet the following conditions outlined below:

a) Undergraduate degree requirements have been met with at least 32 semester hours at Mercer.
b) Completed a minimum of statistics and pre-calculus, including at least Mat 126 and one of the following: Mat 130 or Mat 133.
c) An overall grade point average of 3.0 (including transferred hours)
d) An overall grade point average of 3.0 at Mercer University
e) An overall grade point average of 3.0 in all business core curriculum courses (including transferred hours)
f) An overall grade point average of 3.0 in all business core curriculum courses at Mercer University.
g) Earned a minimum grade of C in all business, math, and major course work at Mercer.

Combined BBA/MBA Degree

The Stetson School of Business and Economics offers a combined BBA/MBA degree program that provides an accelerated route to earning both the Bachelor of Business Administration degree (BBA) and the Master of Business Administration degree (MBA). Upon successful completion of the program, the BBA and MBA degrees are concurrently awarded. The combined plan requires a total of 147 specified semester hours, 111 semester hours of undergraduate study and 36 semester hours of graduate study; 9 graduate hours are applied to both the undergraduate and graduate degrees.

Students who complete the undergraduate portion of the program, but do not complete the graduate portion, may be awarded the BBA degree upon the completion of all BBA degree requirements as published in the Catalog in effect at the time of matriculation to Mercer.

Admission to the Combined BBA/MBA Program

In order to be considered for the combined degree program, students should be admitted to the Stetson School of Business and Economics’ Bachelor of Business Administration (BBA) degree program prior to requesting entry to the BBA/MBA. Admission requirements for the BBA program apply.

Formal application to the combined degree program is made to the Graduate School prior to the semester in which the student will have completed all but 6 semester hours of the 111 semester hours listed below. In order to be admitted into the combined degree program and into MBA coursework for this “transition semester,” students must have:
1. Completed at least 105 semester hours of work, including all but 6 semester hours of the courses listed below in General Education Core, Math and Communications, BBA Core and Business Elective Courses.

2. Earned a minimum grade of C in all business course work taken at Mercer.

3. Earned a minimum overall 3.0 grade point average in all courses taken in all universities, a 3.0 overall at Mercer, 3.0 overall in all business courses, and 3.0 overall in all business courses taken at Mercer.

4. Completed a minimum of 32 hours in residence at Mercer, and will have completed at least 30 semester hours in residence at SSBE by the end of the transition semester. Students who meet these requirements and are subsequently admitted and enrolled in the combined degree program will have the GMAT requirement for the MBA program waived for the purposes of graduate course work in the combined degree program.

5. In the transition semester, students must pass all undergraduate courses and must earn a minimum grade of C in all business courses.

ONCE FORMALLY ADMITTED INTO THE COMBINED DEGREE PROGRAM, STUDENTS MUST MEET ALL MINIMUM GRADE POINT AVERAGES AND MINIMUM GRADE REQUIREMENTS, AS WELL AS OTHER ACADEMIC POLICIES, AS SPECIFIED FOR THE MBA DEGREE IN ORDER TO REMAIN IN THE GRADUATE PROGRAM.

Course of Study for the Combined Degree

The course of study for the combined BBA/MBA degree includes academic requirements at both the undergraduate and graduate level. During the transition semester, students will take both graduate and undergraduate level courses. After the transition semester, students will take only graduate courses. Undergraduate matriculation and tuition will extend through the transition semester. Graduate matriculation and tuition will commence thereafter. The combined plan requires a total of 147 specified semester hours, 111 semester hours of undergraduate study and 36 hours of graduate study; 9 graduate hours are applied to both the undergraduate and graduate degrees.

The requirements are summarized below:

**Undergraduate (111 semester hours)**

*General Education Core (36 hours)*

*Math and Computer Science (12 hours)*

*BBA Core (36 hours)*

ACC 204; 205; BUS 346; BUS 349; BUS 350; MGT 382; ECN 150, 151; FIN 362; MGT 363; MKT 361; MGT 498

*Business Electives (12 hours)*

Four 300-400 level business electives chosen from one or more of the following disciplines: ACC, BUS, ECN, FIN, MGT, or MKT.

*Free Electives (12 hours)*
Graduate (36 hours)

*MBA Foundation courses (9 hours)*

Waived through completion of equivalent undergraduate courses with C or better, per existing MBA degree policy.

*MBA Core (24 hours)*

BAA 601, BAA 603, BAA 604, BAA 605, BAA 609, BAA 611, BAA 613 and BAA 699.

*MBA Electives (12 hours)*

Four courses chosen from the MBA electives, one of which must be an international elective.

Combined BBA/MBA Program Total: 147 semester hours

**COURSES OF INSTRUCTION**

Courses indicated by (MAC) at the end of the description normally are offered only on the Macon campus. Courses indicated by * at the end of the description are normally offered at least once during each academic year. Courses indicated by ** are offered occasionally.

**ACCOUNTING (ACC)**

**ACC 204. Introductory Financial Accounting** (3 hours)
Prerequisite: CSC 125 or INSY 102 recommended.
A study of the basic principles and concepts relating to the collection and summarization of accounting information, and the understanding, preparation, and use of the income statement, the balance sheet, and the statement of cash flows. *

**ACC 205. Introductory Managerial Accounting** (3 hours)
Prerequisite: ACC 204.
An introductory study of the preparation and use of internal accounting information for the planning and controlling of company activities. Topics covered include internal budgeting, cost allocation, and capital budgeting. *

**ACC 368. Corporate Financial Reporting** (3 hours)
Prerequisite: ACC 204 or the equivalent.
A critical examination of accounting procedures used in financial reporting practices of public enterprises with emphasis on the measurement of income and the quality of reported earnings. The course explores the content of the balance sheet, the income statement, the statement of cash flows, and important relationships among the statements that impact on liquidity, solvency, and profitability. (This course may not be counted toward a major in accounting.) (Mac)**

**ACC 371. Intermediate Financial Accounting I** (3 hours)
Prerequisites: ACC 204 and 205.
A study of the theory and principles underlying financial statements. Concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the income statement and the balance
Basic financial statement analysis. Study in depth of theory and issues related to recognition and measurement of cash, receivables, inventories and revenue. *

**ACC 372. Intermediate Financial Accounting II** (3 hours)
Prerequisite: ACC 371.
A continuation of ACC 371. Study in depth of theory and issues related to accounting and the time value of money, and recognition and measurement of property, plant and equipment, depreciation, intangible assets, current liabilities, long-term liabilities, and stockholders’ equity. Preparation of the statement of cash flows. *

**ACC 373. Intermediate Financial Accounting III** (3 hours)
Prerequisite: ACC 372.
A continuation of ACC 372. Study in depth of theory and issues related to accounting for earnings per share, investments, income taxes, pensions and leases, accounting changes and error analysis, full disclosure, and constant dollar and current cost accounting. *

**ACC 375. Tax Accounting** (3 hours)
Prerequisites: ACC 204 and 205.
A study of the basic principles and concepts of federal income taxation of business entities (sole proprietorships, partnerships and limited liability entities, C corporations and S corporations). Brief coverage of Federal taxation of individuals. *

**ACC 377. Cost Accounting** (3 hours)
Prerequisites: ACC 204 and 205.
A study of the utilization of cost data in planning and controlling activities. Internal and external data are woven into the planning models. Specific areas are: process, job order, standard, functional relationships, and budgeting. *

**ACC 411. Governmental and Not-For-Profit Accounting** (3 hours)
Prerequisites: ACC 204 and 205.
A study of the principles of fund accounting for and financial reporting by not-for-profit and governmental entities. (Mac)**

**ACC 421. Accounting Information Systems** (3 hours)
Prerequisites: ACC 371.
The course presents an introduction to the study of computer-based accounting systems with a primary focus on basic system documentation and design. Other topics covered include information system applications, internal controls and system security, auditing procedures related to the accounting system, and accounting system applications. *

**ACC 431. Auditing** (3 hours)
Prerequisites: ACC 371, MATH 220.
Corequisite: ACC 372 or consent of the instructor.
A study of objectives, standards, and procedures involved in examining and reporting on financial statements of business organizations by independent auditors. *

**ACC 436. Advanced Accounting** (3 hours)
Prerequisites: ACC 371, 372, and 373, or consent of the instructor.
A study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and nonprofit organizations. *
ACC 477. Special Topics in Accounting (Subtitle) (3 hours)
Prerequisites: junior or senior standing and the consent of the instructor.
An intensive study of some significant topic in accounting not otherwise covered in the school’s course offering. Topics will be chosen in consultation with students who register for the course. **

ACC 478. Research in Accounting (Subtitle) (1-3 hours)
Prerequisites: junior or senior standing and the consent of the instructor.
A research-oriented course focusing on an important topic in accounting not otherwise covered in the school’s offerings. The course features student research, independent study, and discussion. **

ACC 494. Honors Thesis (1 hour)
Prerequisite: admission to the honors program.
Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned. *

BUSINESS (BUS)

BUS 318. Internship in Business (1 hour per term)
Prerequisites: sophomore status, minimum 2.5 GPA, and 9 or more credit hours in business courses.
A practical work experience with a business or similar entity related to a student’s career interest. Arrangements between the University and the entity providing the work experience will be coordinated by the Office of Student Development/Career Services, in the Division of Student Affairs. Academic credit will be granted only upon review and approval by the Dean, Associate Dean or a Business Faculty member of appropriate written documentation prepared and presented by the student to support the educational element of the experience. Does not count toward any major or minor or PPS. May be repeated once. S/U graded. **

BUS 342. Advanced Statistics for Business and Economics (3 hours)
Prerequisites: ECN 150, 151, MATH 220 MATH 181, and junior status (or permission of instructor).
This course is designed to fill the need for a course in business and economic statistics, and aims to combine the development of technique with applications to real business and economic analyzes. The course assumes a working knowledge of introductory statistics, and attempts to work carefully with more advanced statistical and econometric techniques. This course emphasizes applied fundamentals of regression analysis and other statistical techniques rather than theoretical detail. *

BUS 346. The Legal, Ethical, and Regulatory Environment of Business I (3 hours)
Prerequisite: sophomore standing.
This course is an introduction to law and the legal system. Topics discussed include the court system, constitutional law, administrative law, contract law, torts, product liability, criminal law, business organizations, agency, and an introduction to the governmental regulations of business. The ethical responsibilities of business will be emphasized. *
BUS 347. The Legal, Ethical, and Regulatory Environment of Business II
Prerequisite: BUS 346.
This course is a continuation of the discussion of a variety of legal topics. Particular emphasis is placed on those areas that a student pursuing a PPS with a focus in accounting, or an accounting major, would find on the law part of the CPA examination: contracts, the Uniform Commercial Code, sales, commercial paper, debtor-creditor relationships and bankruptcy, business organizations, government regulation of business, and real and personal property.**

BUS 348. Employment Law
Prerequisite: BUS 346.
This course will explore the legal and ethical environment of the workplace. It will examine issues pertaining to the employment relationship, such as employment at will, wrongful discharge, arbitration agreements, covenants not to compete, nondisclosure agreements and privacy. It will discuss the many challenges regarding claims of discrimination, including those of race, gender, affinity orientation, religion, national origin, age and disability. *

BUS 349. Management Information Systems
Prerequisite: CSC 125 or INSY 102.
A study of management information systems (MIS) and the impact that MIS has on management decision making. The emphasis of this course is on data collection techniques, information flow within the organization, techniques of analysis and design and implementation of a system. *

BUS 350. Business Quantitative Analysis
Prerequisites: MATH 220 and MATH 130.
Emphasis will be placed on the practical application of quantitative analysis used in business. Specific topics to be covered include: probability, forecasting, linear regression, linear programming, critical path method, program evaluation and review techniques, decision theory, and related techniques. *

BUS 395. Technology and the Law
Prerequisite: BUS346. Recommended: INSY 102.
This course provides an introduction to the American legal system and an exploration of a variety of legal issues pertaining to technology and the law. Topics include copyright law, patent law, trade secret law, trademark law, contract and licensing issues, cyber law, privacy and computer crime. **

BUS 413. Business Studies Abroad (Summer)
Prerequisites: ECN 441 or 444, or FIN 451, or MGT/MKT 472; or consent of the instructor.
Travel to a foreign country would be required. This involves visitation to corporations, factories, banks and government organizations. Students are given a reading list and a basic book on international business as early as three months in advance and are required to attend lectures on different topics prior to the trip. A research topic will be chosen based on the student's interest or based on the itinerary presented by the coordinator of the studies abroad. Students will present their research to the class upon return to Atlanta/Macon. Usually faculty are invited to attend the presentations. Direct costs such as airfare, meals and lodging are added to normal tuition charges. *

BUS 477. Special Topics in Business (Subtitle)
Prerequisites: junior or senior standing and the consent of the instructor.
An intensive study of some significant topic in business not otherwise covered in the school’s course offering. Topics will be chosen in consultation with students who register for the course.

**BUS 478. Research in Business (Subtitle) (1 to 3 hours)**
Prerequisites: junior or senior standing and the consent of the instructor.
A research-oriented course focusing on an important topic in business not otherwise covered in the school’s offerings. The course features student research, independent study, and discussion.

**BUS 491. Seminar in Business and Economics (3 hours)**
Prerequisite: permission of instructor.
A study of selected topics in business and economics.

**BUS 494. Honors Thesis (1 hour)**
Prerequisite: admission to the honors program.
Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned.

**ECONOMICS (ECN)**

**ECN 150. Principles of Microeconomics (3 hours)**
Prerequisite: mathematics competency or completion of a college mathematics course.
A study of the basic tools of economic analysis and principles necessary to appreciate economic relationships, business behavior and consumer behavior. Special emphasis will be given to the areas of supply and demand, marginal analysis, and the theory of the firm.

**ECN 151. Principles of Macroeconomics (3 hours)**
Prerequisite: mathematics competency or completion of a college mathematics course.
The study and analysis of national income accounting, income determination theory, money and monetary policy, fiscal policy, international trade, and the theory of economic growth. Special attention will be given to current economic conditions and trends.

**ECN 301. Money, Credit, and Banking (3 hours)**
(Cross-listed with FIN 301)
Prerequisites: ECN 150, 151, and junior status (or permission of instructor).
A functional study of monetary, banking, and credit structures, including a critical examination of monetary theory and policy recommendations.

**ECN 302. Intermediate Microeconomic Theory (3 hours)**
Prerequisites: ECN 150, 151, and junior status (or permission of instructor).
A study of price and distribution theory relevant to households, firms and industries in perfect and imperfect competition. Theories of factor prices and general equilibrium are also examined.

**ECN 303. Intermediate Macroeconomic Theory (3 hours)**
Prerequisites: ECN 150, 151, and junior status (or permission of instructor).
A study of the forces determining the level of income, employment, and prices. Monetary theory and theory of economic fluctuations are reviewed, and public policies dealing with level of income and with aggregate economic welfare are examined.

**ECN 353. Introduction to Econometrics (3 hours)**
Prerequisites: ECN 150, 151, MATH 220, 141 (or MATH 181 or MAT 191), and junior status (or permission of instructor).
A study of the methods of empirically verifying economic theory. Statistical inference applied to economic models, both macro and micro. Estimation of single and multiple equation models. A partial listing of topics covered includes: stochastic equations, residuals, parameter estimation via least squares and other methods, the coefficient of determination, multicollinearity, serial correlation, the identification problem, and estimation of simultaneous equation macromodels of the U.S. economy. (Mac)**

**ECN 432. Urban and Regional Economics** (3 hours)
Prerequisites: ECN 150 and 151.
A study of poverty, housing, land use, transportation, and public services, with special references to social problems arising from the uneven distribution and immobility of resources. (Mac)**

**ECN 443. Labor Economics** (3 hours)
Prerequisites: ECN 150 and 151.
A study of the major labor problems of the United States and the social and economic policies affecting the labor movement. The problems of labor organization and trade unionism. Recent and pending legislation in the states and nation. (Mac)**

**ECN 444. International Economics and Finance** (3 hours)
(Cross-listed with FIN 444)
Prerequisites: ECN 150, 151, FIN 362, and junior status (or permission of instructor).
The study of foreign exchange, international money markets and institutions, balance of payments problems, capital movements, foreign investment problems, and objectives of international monetary policy. Credit for this course precludes also earning credit for either FIN 451 (International Finance) or ECN 441 (International Economics).*

**ECN 452. Environmental Economics** (3 hours)
Prerequisites: ECN 150 and 151.
An examination of the interrelationship which exists between the physical environment and the economic system. Models of general equilibrium analysis, welfare economics, and property rights are developed; these are supplemented by readings from scholarly journals. Emphasis is placed upon the issue of free markets’ ability to allocate scarce environmental resources efficiently (including intertemporally) among competing uses. (Mac)**

**ECN 477. Special Topics in Economics (Subtitle)** (1-3 hours)
Prerequisites: ECN 150 and 151.
An intensive study of some significant topic in economics not otherwise covered in the school’s course offering. Topics will be chosen in consultation with students who register for the course.**

**ECN 478. Research in Economics (Subtitle)** (1-3 hours)
Prerequisites: ECN 150 and 151.
A research-oriented course focusing on an important topic in economics not otherwise covered in the school’s offerings. The course features student research, independent study, and discussion.**

**ECN 494. Honors Thesis** (1 hour)
Prerequisite: admission to the honors program.
Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned.**
FINANCE (FIN)

FIN 301. Money, Credit, and Banking (3 hours)
(Cross listed with ECN 301)
Prerequisites: ECN 150, 151, and junior status (or permission of instructor).
A functional study of monetary, banking, and credit structures, including a critical examination of monetary theory and policy recommendations. *

FIN 362. Principles of Finance (3 hours)
Prerequisites: ECN 150; ACC 204; and MATH 130 or MAT 133.
The course is taught from the viewpoint of a corporate financial manager trying to maximize stockholder wealth. Topics covered include corporate taxation, time value of money, risk and rates of return, funds flow, working capital management, capital budgeting, cost of capital, and dividend policy. Lecture and problems. *

FIN 404. Investments (3 hours)
Prerequisites: FIN 362 and MATH 220.
Purpose of the course is to evaluate the various financial investments that are available to the investor and to emphasize the risk-return trade off. Topics covered include stock and bond analysis, securities markets, futures contracts, option contracts, efficient market hypothesis, fundamental analysis, and technical analysis. Lecture and problems.*

FIN 408. Financial Analysis (3 hours)
Prerequisites: FIN 362 and MATH 220.
An in-depth analysis in the application of financial tools and concepts to the problems of large corporations; emphasis on the process of decision-making as it applies to the organization’s requirements for funds and its management of those funds; extensive case analyzes required.**

FIN 444. International Economics and Finance (3 hours)
(Cross listed with ECN 444)
Prerequisites: ECN 150, 151, FIN 362, and junior status (or permission of instructor).
The study of foreign exchange, international money markets and institutions, balance of payments problems, capital movements, foreign investment problems, and objectives of international monetary policy. Credit for this course precludes also earning credit for either FIN 451 (International Finance) or ECN/FIN 441 (International Economics). *

FIN 451. International Finance (3 hours)
Prerequisites: ECN 150 and 151; FIN 362; MATH 220 (or 320).
This course will introduce students to the principles of international finance. Some of the fundamental concepts of corporate finance, as learned in the first finance course, will be applied to a global setting. Moreover, students will be exposed to the mechanics of the international monetary system and foreign exchange rates. Credit may not be earned in both FIN 451 and ECN/FIN 444. (Mac)**

FIN 461. Security Analysis (3 hours)
Prerequisites: FIN 362; MAT 141 (or MATH 181 or MAT 191) and MATH 220 (or 320).
Topics covered are selected from: the fundamental common stock selection process, fundamental analysis, cash flow, earnings quality, mergers and buyouts, security valuation, financial forecasting, the efficient market hypothesis, and linear programming methods of portfolio optimization. (Mac)**
FIN 463. Intermediate Finance (3 hours)
Prerequisites: FIN 362 and MATH 220.
A continuation of FIN 362. A study of long-term financing and capital structure decisions, and short-term financial planning and working capital management. Additional topics include mergers and acquisitions and international finance.**

FIN 465. Financial Institutions (3 hours)
Prerequisite: FIN 362.
The course will focus on the role of various financial intermediaries and their role in channeling savings into productive investment. Emphasis will be placed on the study of such institutions as banks, savings and loan associations, credit unions, and insurance companies.**

FIN 471. Mergers and Acquisitions (3 hours)
Prerequisites: ECN 150; FIN 362; MATH 220; ECN 302 (recommended).
This course will provide an introduction and an overview of mergers and acquisitions. In today's aggressive and strategic corporate policy-making this course would not only provide a theoretical framework to prospective business leaders but also enable them to cope with some of the real problems of mergers and acquisitions with a greater degree of confidence. Some of the topics proposed to be covered in this course include: motives and determination of mergers; merger tactics; leveraged buyouts (LBOs); divestitures; safeguards against corporate raiders and junk bonds; and the various theories of mergers. (Mac)**

FIN 477. Special Topics in Finance (Subtitle) (1-3 hours)
Prerequisites: junior or senior standing and the consent of the instructor.
An intensive study of some significant topic in finance not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course.**

FIN 478. Research in Finance (Subtitle) (1-3 hours)
Prerequisites: junior or senior standing and the consent of the instructor, MAT 126.
A research-oriented course focusing on an important topic in finance not otherwise covered in the school's offerings. The course features student research, independent study, and discussion. **

FIN 494. Honors Thesis (1 hour)
Prerequisite: admission to the honors program.
Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned.**

MANAGEMENT (MGT)

MGT 363. Principles of Management (3 hours)
Prerequisite: sophomore standing.
Coordinating or organizational activities through planning, organizing, staffing, executing, and controlling functions. Behavior theory, delegation, communication, decision-making; lecture, discussion and cases. *

MGT 382. Production/Operations Management (3 hours)
Prerequisites: MGT 363, MATH 130, and MAT 226 or MATH 220.
In this course, students will analyze production and service operation systems and their relationship with all other functions and activities in the organization. Deterministic and probabilistic models will be used to support decisions making. *
MGT 423. Organizational Behavior (3 hours)
Prerequisite: MGT 363.
A study of human behavior in formal organizations. Specific topics covered include: variations in individual behavior, perception, motivation and job satisfaction, job design, group and intergroup dynamics, leadership, communications processes, conflict, organizational culture, stress, and organization development.*

MGT 424. Organization Theory (3 hours)
Prerequisite: MGT 363.
A study of formal organizations as social instruments. Lectures, discussion, and cases dealing with business organizations as well as “not-for-profit” organizations. Topics covered include: organization structure, effects of structure, goals and effectiveness, size, growth, and the effects of environment and technology on organizational processes.*

MGT 427. Entrepreneurship (3 hours)
Prerequisites: MGT 363; MKT 361.
The entrepreneur is someone who undertakes a venture, organizes it, raises capital to finance it, and assumes all or a major portion of the risk. This course typically covers profiles of entrepreneurs, means of going into business, venture opportunities, and the financial aspects of becoming an entrepreneur. Extensive case studies and projects are required. Each student also develops a business plan. *

MGT 428. Leadership (3 hours)
Prerequisite: MGT 363
This course presents a study of the theory and practice of leadership, particularly as it applies to concepts that deal with social interaction and interpersonal behavior and how the manager influences others through leadership. Examples of real and fictional leaders are discussed.*

MGT 429. Human Resource Management (3 hours)
Prerequisite: MGT 363. MGT 423 recommended.
A study of the modern personnel function. The assumption will be made that the personnel/human resource department has the responsibility of developing the human resources of organizations. Topics covered include: recruitment, employee selection, training, performance appraisal, wage and salary administration, employee benefits, safety management and collective bargaining.*

MGT 433. Labor-Management Relations (3 hours)
Prerequisite: MGT 363.
Examination of the historical development and current status of collective bargaining; identification of the role of the three actors (labor, management and government) in the practice of collective bargaining; study of the impact of recent institutional, legislative, and economic developments on labor-management relations.**

MGT 450. Total Quality Management (3 hours)
Prerequisite: MGT 363.
This course explores the principles, tools, and issues relating to total quality management. Students learn the foundations of total quality based on the teachings of Deming, Juran, and others. The basic tools and techniques for quality improvement as well as quality design are explored as well as the principles of customer focus, teamwork, empowerment, leadership, and incorporating quality into the strategic process as a competitive tool. A comprehensive project enables the student to apply the concepts learned in a real world setting. The goal is to study and improve a process...
within an organization to increase quality, productivity, customer satisfaction, and reduce costs. (MAC)**

MGT 472. International Management and Marketing (3 hours)
(Cross-listed with MKT 472)
Prerequisites: MGT 363 and MKT 361.
Study of marketing and management issues facing business managers in an international setting. Primary emphasis is on the study of the development and adjustment of marketing and management strategies within the framework of the diverse socio-cultural, political/legal, economic and other environments that exit in the world. Students may not receive credit for both MGT/MKT 472 and BUS 364, in extended education.*

MGT 477. Special Topics in Management (Subtitle) (1-3 hours)
Prerequisites: junior or senior standing and the consent of the instructor.
An intensive study of some significant topic in management not otherwise covered in the school’s course offering. Topics will be chosen in consultation with students who register for the course.**

MGT 478. Research in Management (Subtitle) (1-3 hours)
Prerequisites: junior or senior standing and the consent of the instructor.
A research-oriented course focusing on an important topic in management not otherwise covered in the school’s offerings. The course features student research, independent study, and discussions.**

MGT 494. Honors Thesis (1 hour)
Prerequisite: admission to the honors program.
Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned.**

MGT 498. Strategic Management and Business Policy (3 hours)
Prerequisites: ACC 204; ACC 205; BUS 346; ECN 150; ECN 151; FIN 362; MGT 363; MKT 361; and senior standing.
The problems of business organizations from the point of view of the chief executive officer. Written analysis of in-depth cases that require the student to view decisions in terms of their impact on the total organization. Oral discussion and conceptual skills are also stressed. *

MARKETING (MKT)

MKT 361. Principles of Marketing (3 hours)
Prerequisite: sophomore standing.
Role of the marketing function in planning and implementing objectives of the firm. Consumer markets, industrial markets, channels of distribution, product and pricing policies, sales forecasting, promotion and control. *

MKT 415. Marketing Research (3 hours)
Prerequisites: MKT 361; MAT 226 or MATH 220.
A study of the methods and procedures designed to provide management with information on which decisions are made; the gathering and analysis of data in business and public organizations are primary emphasis; topics include the use of secondary data and appropriate sampling and research methodologies for collecting primary data.**
MKT 417. Advertising (3 hours)
Prerequisite: MKT 361 or permission of instructor.
The course surveys the nature, procedure, practices and results of advertising from a marketing perspective. It focuses on the formulation of advertising strategy and includes a discussion of the adjustments required for global advertising, the use of research to develop and evaluate advertising, creative strategy, and media planning and selection. Economic, social, and ethical aspects of advertising are also discussed.**

MKT 420. Professional Selling (3 hours)
Prerequisite: MKT 361.
This course helps students develop an understanding of the personal selling process and its role within the marketing and promotional mix of the firm. Basic sales concepts that are used by organizations to develop long term partnerships with customers are examined. Personal selling skills are enhanced through discussions, role playing and sales presentations.**

MKT 435. Marketing Promotion and Communication (3 hours)
Prerequisite: MKT 361.
Integration course for students interested in promotion and marketing communication. Designed to familiarize students with the tools necessary for the development, implementation, and management of promotional programs. The course takes an integrated marketing communication perspective and emphasizes management and coordination of the elements of the promotional mix, namely: implicit promotion, advertising, personal selling, publicity, and sales promotion. The course includes both theoretical and practical aspects of effective marketing communications as well as economic, social, and ethical aspects of promotion.**

MKT 442. Consumer Behavior (3 hours)
Prerequisite: MKT 361.
Includes study of consumer motives, attitudes, expectations, and behavior and their relationship to developing effective marketing programs. *

MKT 472. International Management and Marketing (3 hours)
(Cross-listed with MGT 472)
Prerequisites: MGT 363 and MKT 361.
Study of marketing and management issues facing business managers in an international setting. Primary emphasis is on the study of the development and adjustment of marketing and management strategies within the framework of the diverse socio-cultural, political/legal, economic and other environments that exist in the world. Students may not receive credit for both MGT/MKT 472 and BUS 364, in Extended Education.**

MKT 475. Marketing Management (3 hours)
Prerequisites: MKT 361 and 415; MGT 363; MAT 226 or MATH 220, MATH 181; and senior standing.
Study at an advanced level of the major issues and problem areas facing marketing executives; emphasis at the policy-setting level; public and non-profit organizations will be included; strong consideration of the consumer, legal, economic, and political environments and their impact on decision-making; in-depth cases, discussion, and lectures. (Mac)**

MKT 477. Special Topics in Marketing (Subtitle) (1-3 hours)
Prerequisites: junior or senior standing and the consent of the instructor.
An intensive study of some significant topic in marketing not otherwise covered in the school’s course offering. Topics will be chosen in consultation with students who register for the course.

**MKT 478. Research in Marketing (Subtitle) (1-3 hours)**
Prerequisites: junior or senior standing and the consent of the instructor.
A research-oriented course focusing on an important topic in marketing not otherwise covered in the school’s offerings. The course features student research, independent study, and discussion.

**MKT 494. Honors Thesis (1 hour)**
Prerequisite: admission to the honors program.
Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only those of satisfactory or unsatisfactory will be assigned.
The Tift College of Education

James J. Barta, Ph.D., Dean/Professor
Allison C. Gilmore, Ph.D., Associate Dean/Professor
Kelly Reffitt, Ph.D., Associate Dean/Associate Professor
Carl E. Davis, Tristan L. Glenn, Andrew L. Grunzke, Jeffrey Scott Hall, Carol A. Isaac, Joseph R. Jones, Sybil Anne Keesbury, Ronald Knorr, Robert L. Lawrence, Jane Metty, Jon M. Saulson, Michelle Vaughn, and Vincent Youngbauer, Assistant Professors
Kaye Thomas, Director of Field Placement
Cynthia Anderson and Rebecca Grunzke, Visiting Assistant Professors
Barbara McWethy, Instructor
Jan Johnson, Part-time Instructor

Mission

The mission of the Tift College of Education is to prepare students to blend theory with practice, to think critically, and to interact effectively in a technologically complex, global society. To accomplish this mission, the Tift College of Education offers undergraduate and graduate degree programs and educational services designed to meet the needs of diverse students and of the professional education community.

Goals

The Tift College of Education will:

1. Reflect an understanding of education as a broad and lifelong process undergirded by the tradition of liberal learning.
2. Provide and promote academic programs that will respond effectively to geographic, professional, and cultural communities.
3. Cultivate a community of learning characterized by tolerance, compassion, mutual respect, and personal, social, and environmental responsibility.
4. Provide an academic environment that enhances the ability and faculty to synthesize theory and practice.
5. Develop a knowledge base and skills that enable students to interact effectively in a diverse, technologically complex society.
6. Create an environment for the development of critical thinking skills.
7. Create an environment that encourages consideration of viewpoints other than one’s own, including viewpoints associated with other cultures and traditions.

8. Fosters commitment to live as an engaged and informed citizen.


10. Encourages a respect for intellectual and religious freedom.

**Tift College of Education Programs**

Bachelor of Science in Education  
Master of Arts in Teaching (offered in Macon and Atlanta)  
Master of Education (see Graduate Programs)  
Specialist in Education (see Graduate Programs)  
Doctor of Philosophy (offered in Atlanta and Macon only)(See Graduate Programs)

All programs leading to certification are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

**Undergraduate Programs**

The Tift College of Education offers the following undergraduate programs in teacher education in the Regional Academic Centers:

- Early Care and Education (Birth-through-Kindergarten certification) (Henry, Douglas, Newnan, and Atlanta Centers)
- Early Childhood/Special Education General Curriculum (P-5 certification)
- Middle Level Education (4-8 certification) – Henry, Douglas, and Macon Centers only

**Non-Degree Seeking Students**

**Initial Teacher Certification-Only at the Undergraduate Level**

Non-degree initial certification-only students are those students who have previously been awarded a bachelor’s degree from an accredited college or university in a major other than teacher education and plan to complete a teacher education undergraduate program of study at Mercer University in order that they might be eligible to apply for a Georgia teaching certificate. Initial certification-only programs are similar to the degree programs; however, students in the initial certification-only programs are classified as "non-degree seeking."

On the Atlanta campus, undergraduate initial certification-only programs of study are available for Birth-Kindergarten and for early childhood education/special education-general curriculum.

In order to be admitted to the Tift College of Education, initial certification-only students must hold a bachelor’s degree from a regionally accredited university with a minimum cumulative GPA of 2.5 on a 4.0 scale. Courses necessary for meeting state certification requirements will be determined after a review of transcripts of all undergraduate work by the appropriate program coordinator/advisor. After initial certification-only students are admitted to the Tift College of Education through the Regional Academic Centers Admissions Office, they should begin the process of seeking admission to the *Teacher Education Program*. 
Satisfactory- Unsatisfactory Grading Option

Students seeking an undergraduate degree in the Tift College of Education (regardless of grade average or year at Mercer) are permitted to take a maximum of two courses (6 credit hours) per academic year on a satisfactory-unsatisfactory basis, in addition to those courses graded on a non-optional satisfactory-unsatisfactory basis, with the following restrictions:

1. From the list of general education requirements that are applicable to a student's undergraduate major, area of concentration, or minor, a student may take not more than 6 credit hours on an S/U basis.

2. When registering for courses, the student must designate the satisfactory-unsatisfactory grading option. The option cannot be changed once the session begins.

3. Courses originally taken on a letter grade basis may not be repeated on a satisfactory-unsatisfactory basis.

Each degree program may have more restrictive policies concerning courses graded on a satisfactory-unsatisfactory basis; such restrictions are included in the information concerning each major.

A grade of S earns credit hours but does not affect the grade point average; a grade of U does not earn credit hours nor does it affect grade point average.

Class Attendance

Tift College of Education students are expected to attend all scheduled classes. Because absence from class may have an adverse effect upon the student's grade, each instructor is expected to outline the attendance requirements at the beginning of the course and to include these requirements in the syllabus given to the student. If stated in the syllabus, faculty members have the discretionary authority to assign the student an F because of excessive absences.

Declaration of a Major

Students should file a Declaration of Major Form with the registrar prior to completing 64 semester hours. Forms for declaring a major may be obtained from the regional academic centers.

Because of the sequencing of required courses in teacher education, a student should declare his or her major as early as possible. However, declaring a major in education does not guarantee admission to the Teacher Education Program.

Grade Appeals Policy

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. They may then appeal to the chair of the department. If satisfaction is not achieved, the student may then wish to submit an appeal to the Grade Appeals Committee through an associate dean. Grade appeals must be initiated within thirty days after the grade has been issued.
Tift College of Education General Education Requirements

General Education Requirements: General Education core requirements must include a minimum of 30 hours and at least one course (3 hrs.) in each of the six broad categories listed below.

Communication: Oral and Written (12 hrs.)
(both written and oral communication must be addressed)

- LBST 175
- LBST 180
- COMM 171
- LBST 302; LBST 303; LBST 305; SCLT 304 or Any Foreign Language

Religion: (3 hrs.)

- RELG 110; RELG 115; RELG 120; RELG 130; RELG 220; RELG 225

Humanities/Fine Arts: Choose 1 from each group. (6 hrs.)

- **Group 1:** COMM 251; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368
- **Group 2:** LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; ARTH 101; COMM 104; COMM 205; MUSC 150

Behavioral/Social Sciences: (3 hrs.)

- PSYC 111; SOCI 111; POLS 100; GEOG 301

Quantitative Reasoning (3 hrs.)

- MATH 129; MATH 130; MATH 140; MATH 160; MATH 220

Scientific Reasoning: (3 hrs.)

- SCIE 100

Total Semester Hours: 30

NOTE: In an effort to determine students’ skill levels in reading, writing, and mathematics, the University requires new students to take an advising test. Some exceptions apply. Information about the test can be obtained from the offices of the regional academic centers.

FOUNDATIONS FOR LIBERAL STUDIES

The foundations for liberal studies courses are specifically designed to provide instruction in the strategies and techniques necessary for orientation, adjustment, participation, and success in an academic program by students making their initial entry into a college program, and for students who may have had some prior college work but who have not actively participated in a college program in the last two years.

Five courses comprise the foundations for liberal studies (course descriptions are included in the catalog under the Penfield College of Mercer University):

- UNIV 110. The Culture of the University
- FDSL 115. Introductory Algebraic Procedures for Problem-Solving
- FDSL 130. Language and Communication*
- FDSL 150. Principles of Self-Renewal
- FDSL 170. Fundamentals of Research Methods
*Students enrolled in FDLS 130 must earn a grade of C or higher in order to register for LBST 175 and LBST 180.

Students enrolled in FDLS 115 must earn a grade of C or higher in order to register for MATH 120.

The Office of Admissions may require some entering students to enroll in and successfully complete one or more of the foundation courses as part of their admissions process.

**TEACHER EDUCATION**

**The Conceptual Framework**

Within the context of a distinctive Baptist heritage, the inclusion of the paideia ideal, and the know-how of blending theory and practice, the Tift College of Education has chosen for its conceptual framework the theme: “The Transforming Educator - To Know, To Do, To Be.”

**TO KNOW**

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

- Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
- Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.
- Shows understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs, and learning styles of diverse and special needs learners.

**TO DO**

To Do the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

- Plans, implements, and assesses well-integrated, developmentally appropriate, and culturally responsive lessons which are well grounded in pedagogical and psychological theory.
- Individualizes, differentiates, and adapts instruction to meet the needs of diverse and special needs learners.
- Uses a wide variety of teaching methods, strategies, technology, and materials.

**TO BE**

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

- Believes in his or her own efficacy as an educator and uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.
• Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.

• Models positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community.

**Purposes**

The teacher education program is designed to prepare effective teachers by providing preservice students with:

1. A broad background in the liberal arts, including study in communication, literature, the social sciences, the arts, mathematics, and the natural sciences.

2. A knowledge base of subject area content appropriate to the particular certification area(s) and grade spans.

3. A knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics.

4. A knowledge base of student and subject appropriate methodologies, techniques, strategies, and technology appropriate for facilitating learning and enabling all students, including the exceptional, disabled, and culturally diverse, to become engaged and active learners.

5. The opportunities to demonstrate competency and effectiveness as a teacher through a sequentially planned series of field experiences that allow the student to begin with observation, move through tutorial, small-group and whole-group teaching experiences, and culminating with a semester-long student teaching experience.

Because of the recognition of the importance of addressing technological advancements within society, emphasis on the relevance of technological developments is infused throughout courses in the undergraduate program. Additionally, all course work within the teacher education program reflects the faculty's recognition of diverse and special needs students. The inclusive education of disabled students stresses the importance of the concept that regular educators must plan appropriately for disabled, special needs, and other diverse populations.

**CRITERIA AND PROCEDURES FOR ADMISSION TO TEACHER EDUCATION**

All students must formally apply for admission to the Teacher Education Program. Because of the sequencing of courses and because of prerequisite courses for admission, a student should declare his or her specific major or certification intent in the Tift College of Education and should meet with an advisor first semester of enrollment.

Once a student is admitted to the Teacher Education Program, that student must continue to make satisfactory progress. The Tift College of Education reserves the right to review periodically the progress of each student and also reserves the right to remove any student from a teacher education program for failing to continue to meet the established criteria and policies in effect at the time of admission, and/or for demonstrating conduct that has been judged unethical or illegal based on the Code of Ethics, on the Mercer University Honor Code, or on the Standards of Conduct published by the Georgia Professional Standards Commission (PSC). If a student is denied
admission to Teacher Education, that student must meet any revised admission requirements in effect at the time of re-application.

**Admission to Teacher Candidacy**

To be fully admitted to teacher candidacy, a student must:

1. Have a cumulative undergraduate GPA of 2.5
2. Have taken and have earned no grade below a "C" in LBST 175 and LBST 180.
3. Have taken and have earned no grade below a "C" in the math core class.
4. Have passed all unrestricted education courses taken and have earned no grade below a "C" in any courses required for the major, including courses required for areas of concentration in middle level education.
5. Have passed all GACE for Program Admission tests with a score on each test that reflects the minimum score set by the Georgia Professional Standards Commission. Students may be exempt from this requirement if they provide official documentation of qualifying scores on any of these tests: SAT, ACT, GRE, CBEST, CLAST, FTCE-GK or other exemption criteria as noted at gapsc.com.
6. Have completed the GACE Ethics Assessment for Program entry. (see www.gapsc.com).
7. Have declared a major in teacher education.
8. Have submitted an application for admission to Teacher Candidacy in the semester prior to registering for any restricted 300 and 400 level education courses.

**Progression Policy**

Once a student is admitted to Teacher Candidacy, he/she must:

1. Maintain a cumulative GPA of 2.5 or better.
2. Apply for a PreService certificate from the Georgia Professional Standards Commission and receive that certificate prior to beginning any field placements.
3. Maintain a 2.75 or better in all education courses required for the major. Students in the Middle Level Education program must maintain a 2.75 GPA or better in all education courses required for the major as well as a 2.75 GPA or better in each area of concentration.
4. Successfully complete all education courses. A teacher candidate who receives a grade below "C" in more than two (2) education courses will be dismissed from the Teacher Education Program. Only two (2) education courses with grades below "C" may be repeated, and no education course may be repeated more than one time.
5. Have positive recommendations from each field experience in order to advance in the sequence of field experiences. Please note that field experience placements must meet all diversity criteria, i.e., placement in a variety of settings, and placement in required grade clusters.
6. Have successfully completed all education courses and all content courses required for certification prior to recommendation for student teaching. Further, in order to be recommended for student teaching, a student may have no more than nine (9) hours of general education coursework to be completed in the term following student teaching. It is preferred that all coursework be complete, prior to student teaching.

Candidate for Certification

In order to be recommended for licensure/certification, a teacher candidate must:

1. Have successfully met all Progression Policy criteria.
2. Have a positive recommendation from student teaching.
3. Have successfully completed all program/degree requirements.
4. Have successfully completed Portfolio requirements.
5. Have successfully passed the appropriate GACE Content Assessments and the GACE Ethics Assessment for Program Exit and have submitted complete score reports to the appropriate Certification Office.
6. Have met all state requirements for certification.
7. Have met all state requirements for certification, including successful completion of edTPA. See Teacher Education Field Experience section for more information.

Transfer Student Admission Policy

Undergraduate transfer students who wish to enter the teacher education program must meet all criteria for full admission before registering for restricted education courses.

Teacher Education Field Experience

Field experience is an integral part of the Teacher Preparation Program. Each candidate is expected to complete field experiences in diverse settings, and meet cluster requirements of their individual program plan. (See program plans for specific number of field experiences and cluster requirement information.) Field experiences are coordinated through the Office of Field Placement, and additional fees will be assessed for each field experience course.

Candidates must do the following to be considered eligible for any field experience course:

- Meet with Advisor prior to applying for field experience courses.
- Obtain full admission to teacher education candidacy.
- Apply for field experience during the application period. (The application system is open during specified dates each semester. Candidates are responsible for being aware of the application period, and must apply during the semester PRIOR to the actual field experience. Check listserv messages and the Office of Field Placement section on the webpage often.)
- Obtain Pre-Service Certification. (Under Georgia’s new Tiered Certification System, teacher candidates are required to have a Pre-Service certificate in order to be eligible for
placement in any field experiences. Each semester, information will be
provided through student listservs to all Tift College certification
candidates with detailed instructions on applying for the Pre-Service
certificate from the Tift College Office of Certification. The process will
include submitting the Pre-Service Certification application form and the
Verification of Lawful Presence document, which must be notarized. The
Georgia Professional Standards Commission (GaPSC) will conduct a
criminal background check on each candidate. If cleared, candidates will
be issued a Pre-Service Certification by GaPSC. No candidate may begin
enrollment in a field experience prior to obtaining this certificate. See the
next section for more information. Additionally, see:

- Complete the GACE Educator Ethics – Program Entry assessment (Test
  Code 350).
  See http://gace.ets.org/ethics/about for more information.
- Obtain Tort Liability Coverage.
  (All school systems with which Mercer University maintains a partnership
  for field experiences require a clear criminal history and liability insurance
  before the student may be placed in a school. Securing criminal history
  clearance and insurance coverage and maintaining both are the
  candidate’s responsibility.)

Pre-Service Certification and Background Check (additional information)

Validity

The Pre-Service certificate is valid for as many as 5 years, and may be extended at
the request of the educator preparation provider. It is invalidated upon program
completion, or if the candidate withdraws, transfers, or is removed from the program. A
former candidate who re-enrolls in an educator preparation program may be issued a
new 5-year Pre-Service certificate at the request of the provider. A current background
check is required in this case.

Additional Notes

- The Pre-Service certificate is not a professional educator certificate. It
  allows the holder to participate in supervised field experience, clinical
  practice, student teaching, or residency work in Georgia schools;
- Holding a Pre-Service certificate does not automatically lead to Induction
  educator certification.
- Holding a Pre-Service certificate is not a pre-requisite to qualify for any
  other Georgia certificate. If you have already completed the student
  teaching portion of an educator preparation program, or if you will
  complete it outside of the state of Georgia, you need not apply for a Pre-
  Service certificate.

edTPA (additional information)

The GaPSC-approved Content Pedagogy assessment, edTPA, is designed to
assess knowledge and skills in the areas of student development and learning,
instruction and assessment, and professional roles and responsibilities. See the
following link: http://www.edtpa.com/

A passing score on edTPA is required for the following individuals:

- Applicants for Induction Pathway 1 or 2 who complete the clinical practice
  or student teaching requirements of their state-approved initial
certification program on or after September 1, 2015;
Applicants for conversion of an Induction Pathway 4 certificate who complete the clinical practice or student teaching requirements of their state-approved initial certification program on or after September 1, 2015.

Beginning September 1, 2015, to be eligible for certification by the Georgia Professional Standards Commission, all candidates are required to submit their edTPA portfolio during the student teaching (or internship) field experience. edTPA is scored through Pearson Education, Inc. Candidates must register with Pearson and provide edTPA payment, prior to submitting edTPA work for national scoring. The current cost assessed by Pearson is $300. More information can be found through the following Pearson website link: http://www.edtpa.com/Content/Docs/edTPARegistrationOverview.pdf. Candidates must receive a passing score on edTPA prior to certification.

**Liability Insurance**

Teacher education students are required to obtain Tort Liability Insurance prior to any field experience.

This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur at a school. No amount of vigilance or professionalism can prevent some accidents. Also, a suit that incurs expenses can be brought against a person even if it is groundless. For these reasons, education students are required to obtain Tort Liability Insurance. Tort Liability insurance is required for field experiences in any class. Be advised that you will need to provide proof of coverage/membership each semester. Proof of coverage is documented when applying for field experiences. For a small fee, you must obtain coverage by joining one of the following student organizations: Georgia Association of Educators (GAE) www.gae2.org or Student Professional Association of Georgia Educators (SPAGE). www.pagefoundation.org.

**EARLY CARE AND EDUCATION PROGRAM**

**WITH EMBEDDED PRESCHOOL SPECIAL EDUCATION ENDORSEMENT**

The Bachelor of Science in Education degree, with a major in Early Care and Education, is designed for individuals who wish to be certified to teach children from birth through kindergarten. The Early Care and Education program will assist the student in acquiring a broad educational foundation that will prepare him or her for a profession in early care and education. In addition to the broad educational foundation, the student will complete studies in Child Development, Observation and Assessment, and Child Care Administration. The Child Development studies will focus on knowledge of how typical and atypical infants, toddlers, and young children grow, develop, and learn. The Observation and Assessment studies will provide opportunities to know and use systematic observations, documentation, and other effective assessment strategies. The Child Care Administration studies will serve to provide education in the theory and practice of leadership/management and human resource issues in child care centers and other early care and education settings.
Goals of Mercer University's Early Care and Education Program:

1. To prepare early care and education professionals for positions in Georgia.
   Graduates of the Early Care and Education program will be qualified for administrative, certified teaching, or social service positions with child care centers, Head Start programs, pre-kindergarten and kindergarten programs, social services agencies, and other facilities designed for the care and development of young children.

2. To help meet the growing demand for highly trained early care and education professionals in Georgia.
   Leaders in the early care and education profession in Georgia consistently indicate the need for a larger body of educated professionals to fill teaching and administrative positions.

3. To provide an alternative for early care and education employees seeking an undergraduate degree.
   Mercer University’s Early Care and Education degree program will provide opportunities for those employed in early care and education settings to achieve personal and professional growth as they pursue Bachelor of Science in Education degrees.

4. To develop partnerships with early care and education settings, professional organizations, and community agencies.
   Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve the educational development of the community and state.

Early Care and Education Program Outcomes

Candidates who complete the Bachelor of Science in Education degree, with a major in Early Care and Education, are professionals in early care and education who will promote the success of all young learners (birth through five years of age) by:

1. using understanding of typically and atypically developing young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, supportive, and challenging for all young children. To Know, To Do

2. knowing about, understanding, and valuing the importance and complex characteristics of children's culturally diverse families and communities; and using this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning. To Know, To Do

3. knowing about and understanding the goals, benefits, and uses of assessment; and knowing about and using systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to influence children's development and learning positively. To Know, To Do
4. knowing, understanding, and using positive relationships and supportive interactions as the foundation for work with young children. **To Know, To Do**

5. knowing, understanding, and using a wide array of developmentally effective approaches, strategies, and tools to influence children's development and learning in positive ways. **To Know, To Do**

6. understanding the importance of each content area in young children's learning; knowing the essential concepts, inquiry tools, and structure of content areas, including academic subjects; and identifying resources to deepen understanding. **To Know, To Do**

7. using knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for all young children. **To Know, To Do**

8. using knowledge and resources to design and administer quality programs that encourage and support collaboration between families, child care professionals, and community agencies concerned with the positive growth and development of all young children. **To Know, To Do**

9. identifying and conducting themselves as members of the early childhood profession; knowing and using ethical guidelines and other professional standards related to early childhood practice; becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives of their work, making informed decisions that integrate knowledge from a variety of sources; and serving as informed advocates for sound educational practices and policies. **To Be**

**Goals of Mercer University’s Special Ed Preschool (3-5) Endorsement Program:**

1. To prepare early care and education professionals for special education preschool positions in Georgia. Completers of the endorsement program will be qualified for administrative, certified teaching, or social service positions with child care centers, Head Start programs, pre-kindergarten programs, social services agencies, and other facilities designed for the care and development of young children with special needs.

2. To help meet the growing demand for highly trained preschool special education professionals in Georgia. Leaders in the early care and education profession in Georgia consistently indicate the need for a larger body of educated professionals with the skills to work with students with special needs. Early Intervention is essential for students with special needs to teach their full potential.

3. To develop partnerships with early care and education settings, professional organizations, and community agencies that provide services for students with special needs and their families. Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve the educational development of students with special needs.
Special Ed Preschool (3-5) Endorsement Program
Outcomes

Candidates who complete the endorsement in Special Ed Preschool (3-5), are professionals in early care and education who will promote the success of young learners with special needs (3-5 five years of age) by:

1. using understanding of typically and atypically developing young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, supportive, and challenging for all young children. To Know, To Do

2. knowing about, understanding, and valuing the importance and complex characteristics of children’s culturally diverse families and communities; and using this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning. To Know, To Do

3. knowing about and understanding the goals, benefits, and uses of assessment; and knowing about and using systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to influence children’s development and learning positively. To Know, To Do

4. knowing, understanding, and using positive relationships and supportive interactions as the foundation for work with young children. To Know, To Do

5. knowing, understanding, and using a wide array of developmentally effective approaches, strategies, and tools to influence children’s development and learning in positive ways. To Know, To Do

6. understanding the importance of each content area in young children’s learning; knowing the essential concepts, inquiry tools, and structure of content areas, including academic subjects; and identifying resources to deepen understanding. To Know, To Do

7. using knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for all young children. To Know, To Do

8. using knowledge and resources to design and administer quality programs that encourage and support collaboration between families, child care professionals, and community agencies concerned with the positive growth and development of all young children. To Know, To Do

9. identifying and conducting themselves as members of the early childhood profession; knowing and using ethical guidelines and other professional standards related to early childhood practice; becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives of their work, making informed decisions that integrate knowledge from a variety of sources; and serving as informed advocates for sound educational practices and policies. To Be
# EARLY CARE AND EDUCATION WITH PRESCHOOL SPECIAL EDUCATION ENDORSEMENT

B.S.Ed. Degree  
128 Semester Hours

## Requirements

### General Education Requirements: .................................................... 30 hours

### Professional and Pedagogical Studies: ........................................... 51 hours

- EDUC 205 Preparing the Early Childhood Environment
- EDUC 210 Instructional Technologies to Improve Teaching and Learning
- EDUC 211 Construction of Scientific and Mathematical Thinking
- EDUC 220 Foundations of Education
- EDUC 226 Health, Nutrition and Safety
- EDUC 378 Children's Literature Across the Curriculum
- EDUC 283 Fundamentals of Special Education
- EDUC 230 Learning Through Play and Exploration
- EDUC 240 Inquiry-based Curriculum for Infants and Toddlers
- EDUC 300 Integrated Curriculum: Preschool through Kindergarten
- EDUC 310 Emergent Literacy in Young Children
- EDUC 410 Kindergarten Language Arts and Reading
- EDUC 420 Kindergarten, Numeracy, Spatial Sense, and Measurement
- EDUC 492 Student Teaching in Early Care and Education

### Child Development Studies:.............................................................. 12 hours

- EDUC 257 Psychology and Development of the Learner
- EDUC 330 Exploration of Learning through the Creative Arts
- EDEC 210 Characteristics of Typical & Atypical Early Childhood Dev.
- EDEC 483 Child Development Practicum

### Observation and Assessment Studies: ........................................... 9 hours

- EDEC 370 Observation and Assessment of Young Children
- EDEC 400 Classroom Strategies and Interventions for Young Children
- EDEC 486 Observation and Assessment Practicum

### Child Care Administration Studies: ............................................. 9 hours

- EDEC 350 Program Administration in Diverse Settings
- EDUC 403 Home, School, & Community
- EDEC 484 Child Care Administration Practicum

### Professional Development Seminars: ........................................... 3 hours

- EDEC 364 Professional Development Seminar I - ECAE
- EDEC 365 Professional Development Seminar II - ECAE
- EDEC 464 Professional Development Seminar III - ECAE

### Approved Electives ................................................................. up to 20 hours

### Portfolio ...................................................................................... 0 hours

**Total................................................................. 128 semester hours**

*NOTE: A candidate who provides documentation of a valid CDA, NAC, CCP, or Montessori certificate/credential has the OPTION of taking two additional electives (6 semester hours total) instead of taking EDUC 257: Psychology and Development of the*
Learner and EDUC 226: Health, Nutrition, & Safety. Electives up to 20 hours may be taken upon approval of the candidates advisor and the early care director.

Field Experience for Early Care and Education (ECAE)

Field experience is an integral part of the Teacher Preparation Program. Each candidate is expected to complete field experiences in diverse settings related to both child development and pedagogy and program administration. Settings will include experiences with children with special needs and with diverse backgrounds. Field experiences for ECAE are coordinated through the ECAE Office, and additional fees will be assessed for each field experience course. Candidates should do the following to be considered eligible for any field experience course:

- Meet with Advisor prior to applying for field experience courses
- Apply to the ECAE Office during the semester prior to each field experience.
- Comply with the Pre-Service Certification process
- Obtain Tort Liability Coverage.

All school systems with which Mercer University maintains a partnership for field experiences require a clear criminal history, and liability insurance before the student may be placed in a school. It is the candidates responsibility to secure and maintain criminal history clearance and insurance coverage.

EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION GENERAL CURRICULUM

The early childhood education and special education general curriculum program is designed to prepare teachers to teach all students in grades P-5. Students participate in a variety of field-based experiences that provide experience in a range of P-5 grade levels.

Goals

The Early Childhood and Special Education General Curriculum Program at Mercer University offers an academic perspective to the candidate that values the individual and authentic worth of the young child through the inclusive lens of the general education classroom. Following an integrated, technologically enhanced curriculum, the candidate will experience varied field and life experiences within the culture of diverse school and community populations. Having completed this program of study, the candidate will become a transforming practitioner and a reflective professional who advocates for the needs and rights of the young child, while collaborating and establishing partnerships with parents, schools, and communities.

PROGRAM OUTCOMES

Upon completion of the Early Childhood and Special Education General Curriculum Program, the candidate will:

I. TO KNOW: Content and Process
   1. Understand the young child from a holistic perspective with an emphasis upon the cognitive, affective, and psychomotor domains as well as the child's environment. (Understanding)
2. Acquire a knowledge base about various curriculum models and best practices. (Understanding)
3. Appreciate the importance of community in working with all children and their diversity, including ethnic, language, cultural, socio-economic, disabilities, and gender. (Diversity)

II. **TO DO: Application**
1. Construct and implement an integrated, developmentally appropriate curriculum for all areas of a child's development, including cognitive, emotional, social, and physical. (Practicing and Engagement)
2. Demonstrate competency in developing and implementing a wide variety of diagnostic and assessment techniques and strategies. (Practicing)
3. Integrate technological advances as a routine part of the curriculum. (Engagement)

III. **TO BE: Attitude**
1. Know self as an individual and recognize one's point of growth along the continuum of teaching as an emerging, developing, and transforming practitioner. (Reflecting)
2. Advocate for young children and their families. (Collaboration)
3. Collaborate with other professionals, families and the broader community in planning and implementing instructional programs. (Collaboration)

**EARLY CHILDHOOD EDUCATION/SPECIAL EDUCATION**

**B.S.Ed. Degree**

**128 Semester Hours**

**Requirements**

**General Education Requirements:** .......................................................... 30 hours

**Professional and Pedagogical Studies:** ........................................ 29 hours

- **EDUC 205.** Preparing the Early Childhood Environment
- **EDUC 220.** Foundations of Education
- **EDUC 257.** Psychology and Development of the Learner
- **EDUC 283.** Fundamentals of Special Education
- **EDUC 398.** Fieldwork I
- **EDUC 399.** Fieldwork II
- **EDUC 485.** Professional Practicum
- **EDUC 492.** Student Teaching

**Content Studies:** ................................................................................. 51 hours

- **EDUC 210.** Instructional Technologies for Teaching and Learning
- **EDUC 211.** Construction of Scientific and Mathematical Thinking
- **EDUC 226.** Health, Nutrition, and Safety
- **EDUC 330.** Exploration of Learning Creative Arts
- **EDUC 358.** Nature of Learners with Special Needs
- **EDUC 364.** Professional Development Seminar I
- **EDUC 365.** Professional Development Seminar II
- **EDUC 376.** Content and Learning Language Arts
- **EDUC 377.** Effective Reading and Writing Methods and Materials
- **EDUC 378.** Children's Literature Across the Curriculum
- **EDUC 403.** Connecting the Home, School, and Community
- **EDUC 405.** Classroom Management
EDUC 421. Science for All Learners
EDUC 428. Content and Learning Social Studies
EDUC 450. Intervention Strategies for Learners with Special Needs
EDUC 451. Assessment and Evaluation in SPED and ECE
EDUC 452. Diagnosis and Remediation of Reading and Writing
EDUC 454. Building Mathematical Competence and Confidence
EDUC 459. Integrated Curriculum and Instruction
EDUC 464. Professional Development Seminar III

Electives: ............................................................................................ 18 hours
Portfolio ................................................................................................ 0 hours
TOTAL .............................................................................. 128 semester hours

TEACHER EDUCATION MINOR

The minor in teacher education is available to all Mercer undergraduate students; however, receiving a minor in teacher education does not fulfill the requirements for teacher certification. The teacher education minor consists of 18 semester hours of education courses, of which at least six hours must be at or above the 300-level and must be completed with Mercer. Students who have not been fully admitted to candidacy in teacher education but wish to complete a minor must choose the 18 hours from among unrestricted courses (any 100- or 200-level EDUC or EDEC course, plus EDUC 357, 360, 378, 379). Students who have been fully admitted to teacher education and decide to minor in teacher education may include restricted courses in the 18-hour requirement for the minor.

COURSES OF INSTRUCTION

[NOTE: Full admission status is required for all classes numbered 300 and above, with the exceptions of EDUC 357, EDUC 360, EDUC 378, and EDUC 379. LBST 175 and 180 are pre-requisites to all EDEC and EDUC courses.]

EARLY CARE AND EDUCATION (EDEC)

EDEC 210. Characteristics of Typical and Atypical Child Development (3 hours)
This course will provide an overview of the theories of typical and atypical development from conception through age five. Attention will be paid to various influences on all aspects of development including the influence of stress and trauma, protective factors and resilience, and supportive relationships on the development of young children. Focus will include effects of biological and environmental factors on pre-, peri-, and post-natal development and impact of medical conditions on family concerns, resources, and priorities. Significance of socio-cultural and political context for the development and learning of young children who are cultural and linguistically diverse will be stressed. (Every Fall in at least one location)

EDEC 230. Learning through Play and Exploration (3 hours)
An in-depth study of play and its relationship to the physical, social, emotional, cognitive and language development of children ages birth through five. Includes an examination of the theories of play, types of play, and play materials and environments which form the basis of developmentally appropriate curriculum for children in the early years. A variety of play observations will be required. There will be an emphasis on play advocacy. (Every Fall in at least one location)
EDEC 240. Inquiry-based Curriculum for Infants and Toddlers  (3 hours)
This course will focus on the development, design, and implementation of inquiry-based curriculum for infants and toddlers. Topics to be studied include: quality early childhood curriculum models, learning environments, developmentally appropriate practices, diverse learners, home/school/community curricular connections, and methods for documenting learner outcomes (birth to three years of age). (Every Fall in at least one location)

EDEC 300. Integrated Curriculum: Preschool through Kindergarten  (3 hours)
Prerequisite: Full admission status.
This course is designed to survey developmentally appropriate curriculum for early childhood settings preschool through kindergarten. Topics to be studied include: curriculum structure, content, instructional goals and objectives, state and national standards, integration of the curriculum, and methods of assessing student performance (3-5 years). (Every Spring in at least one location)

EDEC 310. Emergent Literacy in Young Children  (3 hours)
Prerequisite: Full admission status.
This course focuses on how young children (birth through five years of age) develop emergent skills in listening, speaking, pre-reading/reading, and pre-writing/writing. Particular emphasis is placed on planning and implementing a print-rich environment that supports emergent literacy skills. (Every Spring in at least one location)

EDEC 350. Program Administration in Diverse Settings  (3 hours)
Prerequisite: Full admission status.
This course will focus on the various types of local, state, and federal resources/partnerships that can be accessed to improve the quality of early childhood programs. Topics of discussion will include community partnerships, grant writing, public/private donations, foundations, and fundraising. (Every Spring in at least one location)

EDEC 364. Professional Development Seminar I – ECAE  (1 hour)
Prerequisite: Full admission status.
The primary purpose of this course is to promote reflective thinking for the Transforming Practitioner. Students will initiate and develop an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development, and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy in Early Care and Education; (4) to project goals and plan strategies related to the foundations of literacy; and (5) to document one’s development as a Transforming Practitioner. (Every Fall in at least one location)

EDEC 365. Professional Development Seminar II – ECAE  (1 hour)
Prerequisites: Full admission status; EDEC 364
The primary purpose of this course is to promote reflective thinking for the Transforming Practitioner. Students will continue to develop an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development, and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy in Early Care and Education; (4) to project goals and plan strategies related to literacy integration in the content areas; and (5) to document one’s development as a Transforming Practitioner. (Every Spring in at least one location)

EDEC 370. Observation and Assessment of Young Children  (3 hours)
Prerequisite: Full admission status
This course focuses on the study of observation, documentation and other forms of assessment of the development and learning of young children ages birth through five, with particular emphasis on understanding and application of developmentally and educationally appropriate assessment tools and strategies for every child. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, social/moral development within the context of family, school and cultural environments. (3 credit hours) (Every Spring in at least one location)

EDEC 400. Classroom Interventions and Strategies in Early Care and Education Settings (3 hours)
Prerequisite: Full admission status.
This course focuses on identification of young children with special needs and other diverse learners in the early care classroom. Emphasis is given to modifications and strategies to best serve all young children. This course also focuses on the theory and practice of classroom management in early care and education settings, with emphasis upon organization of the classroom environment, developmentally appropriate practice, classroom structures and routines, and appropriate positive guidance for the young child. (Every Spring in at least one location)

EDEC 410. Kindergarten Language Arts and Reading (3 hours)
Prerequisite: Full admission status.
This course focuses on how kindergartners develop reading and writing skills. Particular emphasis is placed upon a balanced approach that includes research-based content and instructional strategies designed to support language and literacy development in kindergarten. Effective methods for assessing and documenting young children’s growth in literacy are included to plan and adapt instruction to meet the needs of diverse learners. (Every Fall in at least one location)

EDEC 420. Kindergarten, Numeracy, Spatial Sense, and Measurement (3 hours)
Prerequisite: Full admission status.
This course addresses the development of early numeracy, spatial sense, and measurement in Kindergarten. It includes appropriate pedagogy for early learners such as the use of visual representations, questioning strategies, problem solving context, and hands-on experiences. This course incorporates music, technology, and manipulatives to enhance and develop number sense, concepts of measurement and spatial reasoning for Kindergarten learners. (Every Fall in at least one location)

EDEC 464. Professional Development Seminar III – ECAE (1 hour)
Prerequisites: Full admission status; EDEC 365
The primary purpose of this course is to promote reflective thinking for the Transforming Practitioner. Students will complete an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development, and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy in Early Care and Education; (4) to project goals and plan strategies related to becoming a Transforming Practitioner; and (5) to document one’s development as a Transforming Practitioner. (Every Spring in at least one location)

EDEC 483. Child Development Practicum (3 hours)
Prerequisite: Full admission status. Application required.
This course provides a field-based teaching/observation experience in early childhood/childcare settings (infancy through preschool) for Early Care and Education majors. Each student is expected to observe, assist, plan and implement developmentally appropriate activities under the supervision of a master teacher and an
assigned college supervisor. Students will spend a minimum of 80 clock hours in the experience during the semester. Students are required to attend professional development seminars. Special Fee. Graded: S (Satisfactory) or U (Unsatisfactory). Special Fee. (Every semester in at least one location)

**EDEC 484. Child Care Administration Practicum** (3 hours)
Prerequisite: Full admission status. Application required.
This course provides a field-based teaching/observation/administration experience in early childhood/childcare settings (infancy through preschool) for Early Care and Education majors. Each student is expected to observe, assist, plan and implement developmentally appropriate activities and perform assigned administrative duties under the supervision of a master teacher, program administrator, and an assigned college supervisor. Students will spend a minimum of 80 clock hours in the experience during the semester. Students are required to attend professional development seminars. Note: Grades of Satisfactory (S) or Unsatisfactory (U). Special Fee. (Every semester in at least one location)

**EDEC 486. Observation and Assessment Practicum** (3 hours)
Prerequisites: Full admission status. Application required.
This practicum experience focuses on the study of observation, documentation and other forms of assessment of the development and learning of young children ages birth through five, with particular emphasis on understanding and application of developmentally and educationally appropriate assessment tools and strategies for every child. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, social/moral development within the context of family, school and cultural environments. Students will spend a minimum of 80 clock hours in the experience during the semester. Students are required to attend professional development seminars. Special Fee. (Every semester in at least one location)

**EDEC 492. Student Teaching in Early Care and Education** (12 hours)
Prerequisites: Successful completion of all required education courses; application required. Full admission status.
This course provides candidates a semester-long full day teaching and administrative experience for certification candidates. The student teaching experience for Early Care and Education candidates will consist of two segments: Focus on Child Development (full-day teaching experience in an early care and education setting) and Focus on child Care Administration (full-time administrative experience in an early care and education setting). Required seminars are held in conjunction with these experiences. Guidance is provided by the assigned Classroom Teacher and Administrator and the University Supervisor. Note: Grades of Satisfactory (S) or Unsatisfactory (U). Special Fee. (Fall and Spring)

**EDUCATION (EDUC)**

**EDUC 205. Preparing the Early Childhood Environment** (3 hours)
This course provides an introductory study of the fundamentals of teaching and learning in early childhood, including program models, curriculum development, resources and materials, instructional planning, and trends and issues in the field with emphasis on developmentally effective and individually appropriate practices that meet the needs of diverse learners in early childhood programs. (Every year in at least one location)
EDUC 210. Instructional Technologies for Teaching and Learning (3 hours)
This course will cover technologies utilized in the classroom. Emphasis is placed on organizing, planning and assessing learning while using various technological tools. (Every semester in at least one location)

EDUC 211. Construction of Scientific and Mathematical Thinking (3 hours)
This course is designed to provide meaningful opportunities for critical thinking and problem solving that will assist preservice teachers in expanding their repertoires of practical applications of scientific and mathematical processes. Using paradigms of constructivism, multiple intelligences, and metacognition, class members will develop insights about patterns and relationships, apply culturally derived schemes and devices to form conceptualizations and generalizations, and use generalizations and other forms of logic to facilitate problem-solving in various contexts and fields of human activity. Attention will be given to integrating theory and practice of mathematical and scientific processes within the context of early childhood, special education and middle grades classrooms. (Every year in at least one location)

EDUC 220. Foundations of Education (3 hours)
This course provides a comprehensive overview and critical analysis of historical, political, legal, socio-cultural, and philosophical foundations of education in the United States, including an introduction to the teaching profession, and the trends and issues confronting American education today. (Every year in at least one location)

EDUC 226. Health, Nutrition, and Safety (3 hours)
This course will integrate basic concepts of health, nutrition, and safety as they relate to children. Influences on healthy lifestyles (physical, mental, and social) will be studied. Topics include finding and evaluating resources, making decisions, and setting goals to promote health and collaborating to create a safe and supportive environment that nurtures exceptionalities, individual similarities and differences. (Every year in at least one location)

EDUC 257. Psychology and Development of the Learner (3 hours)
This course will provide an overview of the principles of growth and development from conception through early adolescence. Attention will be paid to various influences on all aspects of development: physical maturation, cognitive and linguistic development, social skills, learning styles, and personality development. Focus will be on individual student differences and learning theories. (Every year in at least one location)

EDUC 283. Fundamentals of Special Education (3 hours)
This course explores the fundamentals of special education in America's schools. Emphasis is given to the historical development of special education, relevant legislation and litigation, educational policy, and contemporary trends and issues. This course satisfies the requirement for Georgia certification. (Every year in at least one location)

EDUC 330. Exploration of Learning Through the Creative Arts (3 hours)
Pre-requisite: Full admission status.
The purpose of this course is to focus on how teaching and learning can be enhanced through the arts. The purpose of this course is to develop instructional strategies for all learners that facilitate learning in music, art media, visual arts, movement, literature, storytelling and creative dramatics while supporting an integrated approach to curriculum development and teaching. (Every year in at least one location)
EDUC 357. Psychology of Learning (3 hours)
The discipline of psychology is used to address educational issues and learning theory. Particular attention will be paid to individual student differences. The focus will be on variations in styles of learning while acknowledging gender and diversity. (Every year in at least one location)

EDUC 358. Nature of Learners with Special Needs (3 hours)
Pre-requisite: Full admission status.
This course provides an in-depth overview of students with mild and moderate disabilities and particularly those with specific learning disabilities, intellectual disabilities, and emotional/behavioral disorders. Emphasis is also given to other diverse learners as well as those considered to be at risk. The course presents theories and current issues as they relate to etiology, definitions, characteristics, identification, eligibility, service delivery, and family needs. (Every year in at least one location)

EDUC 364. Professional Development Seminar I (1 hour)
Prerequisite: Full Admission to Teacher Education Program
This is the first course in a series of three Professional Development Seminars that provide an overarching framework to encourage a successful transition from the role of student to that of professional educator. The three seminar classes parallel the junior and senior level upper division education courses and the fieldwork and practicum experiences and they address topics such as ethics, diversity, assistive technology, and philosophy. The discussions, speakers, and assigned activities in this course provide opportunities for the students to understand the role of their portfolios in reflecting on their professional growth, evaluating their strengths and weaknesses, and understanding the structure of their academic program. (Every Fall in at least one location)

EDUC 365. Professional Development Seminar II (1 hour)
Prerequisite EDUC 364
This is the second course in a series of three Professional Development Seminars that provide an overarching framework to encourage a successful transition from the role of student to that of professional educator. The three seminar classes parallel the junior and senior level upper division education courses and the fieldwork and practicum experiences and they address topics such as ethics, diversity, technology, and philosophy. The discussions, speakers, and assigned activities in this course provide opportunities for the students to reflect on their clinical experiences, grow in their understanding of the code of ethics for educators, and discuss current trends and issues in education that will impact their careers. (Every Spring in at least one location)

EDUC 376. Content and Learning through the Language Arts (3 hours)
Pre-requisite: Full admission status.
This course will examine the six language arts (listening, speaking, reading, writing, viewing, and visually representing) in early childhood settings. Focus on content, methods, and materials appropriate for teaching language arts will be explored. Emphasis will be placed on the integration of language arts across the curriculum; multimedia resources and materials; and diversity in children and families. (Every year in at least one location)

EDUC 377. Effective Reading and Writing Methods and Materials (3 hours)
Pre-requisites: Full admission status; EDUC 364, EDUC 376.
Co-requisites: Fieldwork II and Professional Development Seminar II.
This course will focus on the reading process, the developmental patterns of literacy, the special education general curricula of reading and writing, the role of reading in the
content areas, and phonemic awareness. Emphasis will be placed on the integration of literacy across the curriculum; multimedia resources and materials; and diversity in children and families. In addition, students will learn strategies in decoding and comprehension, constructing meaning from a variety of texts, literacy assessments, and the conventions of language. (Every Spring in at least one location)

EDUC 378. Children's Literature Across the Curriculum (3 hours)
This course provides a survey of children's literature and its effective integration across the early childhood curriculum. Topics of focus include the genres of children's literature, multicultural literature, selection and analysis of quality literature, and response theory in literature. (Every year in at least one location)

EDUC 390. Special Topics (1-3 hours)
Prerequisite: consent of program director and department chair.
This course offers a study of some significant topics in education that is not available through other program offerings. (Occasionally)

EDUC 398. Fieldwork I (1 hour)
Prerequisite: Formal application; full admission status.
This course provides candidates a semester-long school-based experience for education students. Students will be assigned to diverse schools and will spend at least 35 clock hours during the semester observing and participating, on a limited basis, in classroom-related activities. Students are required to attend Fieldwork I orientation and seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee.

EDUC 399. Fieldwork II (1 hour)
Prerequisite: Formal application; full admission status; EDUC 205 or 360.
This course provides candidates a semester-long school-based experience for education students. Students will be assigned to diverse schools and will spend at least 35 clock hours during the semester observing and participating in teaching and learning activities. Students are required to attend Fieldwork II orientation and seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee.

EDUC 403. Connecting Home, School, and Community (3 hours)
Pre-requisites: Full admission status; EDUC 377 or EDEC 310.
Candidates explore the importance of collaboration among the home, school, and broader community in the education of young children. Ways in which young children's learning, behaviors, viewpoints, and habits are affected by family members, by school personnel, and by members of the immediate and larger community will be addressed. Candidates grasp the range of situations professionals encounter as they work with children in a diverse society. (Every Fall in at least one location)

EDUC 405. Classroom Management (3 hours)
Pre-requisites: Full admission status; EDUC 459.
Co-requisite: EDUC 492.
This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with early childhood and special needs students. Focus is on organizing the classroom, rules and procedures, and student behavior in three areas: general, problems, and special groups. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom. (Every year in at least one location)

EDUC 421. Science for All Learners (3 hours)
Pre-requisites: Full admission status; EDUC 364.
Building upon constructivism-based learning theory, the design of this inquiry-based course promotes scientific literacy. Students are required to use critical thinking and problem solving skills. Scientific knowledge of the nature of science is developed through inquiry-based activities. Creating equitable learning environments will be modeled throughout the course. Adaptations so that special needs students can participate in inquiry-based activities will be integrated. (Every Spring in at least one location)

EDUC 428. Content and Learning through the Social Studies (3 hours)
Pre-requisite: Full admission status.
This course will provide students with an in-depth study of the methods and materials essential for effective social studies instruction in elementary grades. Students will develop knowledge and competencies in specific content areas and design appropriate instructional methods that reflect the individual needs of a diverse student population. Topics include but are not limited to: curriculum standards, assessment design and construction, interdisciplinary/integrated curriculum and unit planning, effective uses of instructional technology and teaching strategies that adapt content for students with special needs. (Every year in at least one location)

EDUC 450. Intervention Strategies for Learners with Special Needs (3 hours)
Pre-requisites: Full admission status; EDUC 358, EDUC 364, EDUC 376.
Emphasis will be given to helping the Transforming Practitioner understand and apply research-based intervention strategies and instructional principles in the classroom with special needs learners. Curriculum-based assessment techniques will be studied with an emphasis upon the decision-making process for developing instructional objectives for students with Specific Learning Disabilities, Intellectual Disabilities and Emotional/Behavioral Disorders. Educational strategies for diverse learners and students considered to be At Risk will also be presented. (Every Spring in at least one location)

EDUC 451. Assessment and Evaluation in Special Education and Early Childhood (3 hours)
Pre-requisites: Full admission status; EDUC 450.
This course is designed to provide the Transforming Practitioner with a comprehensive knowledge base relevant to the assessment and evaluation of children in Early Childhood/Special Education General Curriculum programs. Emphasis will be given to the selection, administration and interpretation of individualized and group assessment instruments. Authentic assessment strategies will also be presented. Assessment and evaluation tools for diverse learners as well as federal and state requirements regarding student assessment will be addressed. The relevance of assessment and evaluation for the design of successful educational strategies will be explored. (Every Fall in at least one location)

EDUC 452. Diagnosis and Remediation of Reading and Writing (3 hours)
Pre-requisites: Full admission status; EDUC 377.
In this course, students will examine the role of the teacher as a literacy instruction and assessment decision maker. Focus will be to explore literacy and language strategies that can be adapted to fit individual needs. Informal and formal assessment tools will be utilized to inform instructional choices, facilitate parent/child conferences, and allow children to participate in their own literacy development as they achieve goals in becoming independent readers and writers. This course will focus on the reading process, the writing process, and the developmental patterns of literacy. Attention is given to children at risk, children with special needs, and other diverse learners. (Every Fall in at least one location)
EDUC 454. Building Mathematical Competence and Confidence (3 hours) in Learners
Pre-requisites: Full admission status; EDUC 364.
Constructivism-based methods of mathematics learning for all children, with a deep focus on the importance of problem solving, will be explored and implemented in this course. Emphasis will be placed on developmentally appropriate teaching practices that nurture positive dispositions, equity, critical thinking, collaboration, profound understanding of fundamental mathematics concepts, and connections of mathematics to other areas of the curriculum as well as to life outside of school. Instructional adaptations for students with special needs, formal and informal assessment strategies, and creative uses of teaching tools such as manipulatives and technology will serve as frameworks for discussion and understanding of the mathematics teaching/learning process. (Every Spring in at least one location)

EDUC 459. Integrated Curriculum and Instruction (3 hours)
Pre-requisites: Full admission status; EDUC 365, EDUC 377, EDUC 421.
This course will focus on the development, design, and implementation of integrated, developmentally appropriate curriculum for all areas of a child's development, including: cognitive, social, emotional, and physical. Topics to be studied include: curriculum structure and content, instructional goals and objectives, content integration, developmentally appropriate practices, diverse learners, home/school/community curricular connections, and methods for assessing student performance. (Every Fall in at least one location)

EDUC 464. Professional Development Seminar III (1 hour)
Prerequisite EDUC 365
This course is the third in a series of three Professional Development Seminars that provide an overarching framework to encourage a successful transition from the role of student to that of professional educator. The three seminar classes parallel the junior and senior level upper division education courses and the fieldwork and practicum experiences and they address topics such as ethics, diversity, technology, and philosophy. The discussions, speakers, and assigned activities in this course will allow students to reflect on the rights and responsibilities of teachers, understand actions and attitudes that will lead to the best student teaching or internship experiences, and to develop and/or refine the skills necessary to apply for and obtain employment. (Every Fall in at least one location)

EDUC 485. Professional Practicum (3 hours)
Prerequisites: application required; full admission status and successful completion of EDUC 399.
This course provides candidates a semester-long school-based teaching experience for education students. Students will be assigned to diverse schools, and are required to spend a minimum of 60 clock hours during the semester in the classroom. See course syllabus for weekly schedule. Students are required to attend orientation and practicum seminars. Successful completion of the Practicum is required for entry into student teaching. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

EDUC 488. Mentored Practicum (3 hours)
Prerequisite: Full admission status. Application required. Additional application paperwork required.
The mentored practicum is designed for those students who are employed in an approved accredited school setting on a non-renewable teaching certificate and who
need to complete the field experiences required prior to the Internship. The student completes this course in his or her own classroom, under the mentorship of a Mercer supervisor. Students are required to attend orientation and practicum seminars. The mentored practicum is evaluated on a satisfactory (S) or unsatisfactory (U) basis. A special fee is assessed. (Fall and Spring)

EDUC 492. Student Teaching (12 hours)
Prerequisites: application required; full admission status and successful completion of all required education and middle level concentration courses.
This course provides candidates a semester-long, full-day teaching experience for certificate candidates. Candidates will be assigned to diverse schools and will gradually assume all responsibility for the classroom to which they are assigned. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher(s) and university supervisor. Each student teacher will teach full-time for a minimum of three to five weeks. Seminars will be held in conjunction with these experiences and will address a variety of topics. All students are required to attend orientation seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

EDUC 498. Internship (12 hours)
Prerequisites: Application required. Full admission status; EDUC 399 or equivalent; EDUC 485 or EDUC 488. Additional application paperwork required.
This internship is designed for those students who are employed in an approved accredited school setting on a non-renewable teaching certificate in the field in which they are seeking certification, and who need to earn credit for student teaching in order to complete the requirements for recommendation for full certification. Students are required to attend orientation and seminars. An internship is evaluated on a satisfactory/unsatisfactory basis. A special fee is assessed. (Fall and Spring)
Penfield College of Mercer University

Faculty

Priscilla Ruth Danheiser, Dean/Professor
Gail W. Johnson, Associate Dean/Assistant Professor
Colleen P. Stapleton, Assistant Dean of Health, Science, and Technology Initiatives/Associate Professor
Duane E. Davis and J. Colin Harris, Professors Emeriti
Fred W. Bongiovanni, Margaret H. Eskew, Ian C. Henderson, Thomas E. Kail, Hani Q. Khoury, W. David Lane, Laurie L. Lankin, Richard H. Martin, Kyra L. Osmus, and Arthur J. Williams, Professors
Wesley Nan Barker, Vikraman Baskaran, Greg A. Baugher, Gary W. Blome, Steve N. Hamilton, Kristina M. Henderson, Cameron A. Miller, Steven J. Miller, David F. Purnell, Donald B. Redmond, Kathy D. Robinson, R. Tyler Wilkinson, and Kevin B. Williams, Assistant Professors
Charles Weston, Senior Lecturer
Sara J. Overstreet and Jacqueline Stephen, Instructors

Penfield College of Mercer University offers undergraduate degree completion programs, undergraduate general education courses, and graduate programs on the Mercer University Atlanta Campus. Undergraduate degrees are offered in Communication, Informatics, Liberal Studies, Organizational Leadership, Psychology, and Public Safety Leadership. Graduate degrees are offered in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, Organizational Leadership, and Public Safety Leadership. An Educational Specialist degree is offered in School Counseling and a Doctor of Philosophy degree is offered in Counselor Education and Supervision.

Mission

Consistent with the mission of Mercer University, Penfield College offers undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in other academic units by offering general education and elective courses at the Regional Academic Centers, on the Atlanta and Macon campuses, and online.
Penfield College Programs

A bachelor’s degree requires a minimum of 120 semester hours of academic courses numbered 100 and above. Some programs of study will require more. Penfield College offers the following degree programs.

Degree Programs

Bachelor of Applied Science
  Human Resources Administration and Development (Douglas County and Henry County)
  Organizational Leadership (Atlanta, Douglas County, Henry County, and Macon)

Bachelor of Arts
  Communication (Atlanta, Douglas County, Henry County, and Macon)
  Liberal Studies (Atlanta, Douglas County, Henry County, and Macon)

Bachelor of Science
  Informatics (Atlanta, Douglas County, Henry County, and Macon)
  Psychology (Atlanta and online)
  Public Safety Leadership (Atlanta, Douglas County, Henry County Macon, Newnan, and online)

Bachelor of Science in Social Science
  Human Services (Douglas County, Henry County, and Macon)
  Public Safety (Atlanta, Douglas County, Henry County, Macon, Newnan, online)

*Master of Science in Clinical Mental Health Counseling (Atlanta)
  (*Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.

Master of Science in Human Services (Henry County)

*Master of Science in Clinical Rehabilitation Counseling (Atlanta)

*Master of Science in School Counseling (Atlanta)
  (*Mercer University is accredited by the National Council for Accreditation for Teacher Education; all programs, including School Counseling, are approved by the Georgia Professional Standards Commission.)

*Master of Science in Clinical Mental Health Counseling/ Master of Divinity in Pastoral Care and Counseling

Master of Science in Organizational Leadership (Atlanta, Henry County, and Macon)

*Master of Science in Organizational Leadership/ Master of Divinity in Leadership for the Nonprofit Organization

Master of Science in Public Safety Leadership (Online)

Educational Specialist in School Counseling (Atlanta)

Doctor of Philosophy in Counselor Education and Supervision (Atlanta)

Undergraduate Admission Policies and Procedures

Applicants seeking admission to Penfield College must also meet the following criteria.
Freshmen

Included in this category are applicants who have never previously attended a technical school, college, or university. Applicants must have received a high school diploma from a regionally accredited high school or passed the Test of General Educational Development (GED). Applicants who have passed the GED examination with a minimum score of 250 (exams taken prior to Jan. 1, 2002) or 2500 (exams taken after Jan. 1 2002) may be considered for admission. The following materials are required from applicants for admission:

- A completed Undergraduate Application for Admission.
- A non-refundable application fee of $25.
- An official high school or GED transcript.

Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Admissions Office in a sealed envelope directly from a high school or testing agency. Test scores received on an official high school transcript are acceptable. An academic transcript from high school is required of each freshman applicant, regardless of the year of high school graduation. Generally, high school transcripts may be requested by contacting the board of education in the county where the high school is/was located. Official GED transcripts can be obtained by contacting the department of adult education in the state in which the exam was taken.

All entering first-time undergraduate freshmen must complete proficiency assessments conducted by the Office of Admissions. Accepted GED recipients with little or no previous college credit will be required to take UNIV 110 (The Culture of the University), FDLS 115 (Introductory Algebraic Procedures for Problem-Solving), and FDLS 130 (Language and Communication). If, as a result of the proficiency assessment scores, first-time freshmen are judged by their mentor to be ready for a higher level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-time freshmen must enroll in UNIV 110. First semester freshmen are limited to nine (9) hours for the first semester of enrollment.

All first-time freshmen will be assigned a faculty mentor, selected for his/her ability to work effectively with students new to the college experience. Financial counseling of entering first-time freshmen by the Financial Planning Office will continue as it relates to early draw down of/request for loan support. Please note that first-time freshmen in the Regional Academic Centers may only enter the University during the fall and spring semesters.

Transfer Students

Included in this category are applicants who received credit for college-level work at any regionally accredited college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any other regionally accredited institution within the past twelve months.

Generally, admission is offered to those applicants who meet the following criteria:

- A cumulative grade point average of 2.25 or better for all college-level credit attempted.
- Good standing at the last regionally accredited college or university attended.

Students who do not meet the cumulative grade point average of 2.25 as stated above, may be eligible for provisional admission status.
Undergraduate Transfer and Equivalency Credit Policies

The following policies concern academic credit transferred from other regionally accredited institutions of higher education and courses taken in other units and at other locations within the University.

- Semester credits transfer into the University on a one-for-one basis. Each quarter hour credit is awarded 2/3 of a semester hour of credit. Credits taken in any school or college of the University are recognized in all other schools and colleges of the University.

- To fulfill any science general education requirement, transferred courses must include a laboratory component.

Advanced Placement, CLEP, and International Baccalaureate Credit

Students who take Advanced Placement (AP courses at the high school level and complete the examinations administered by the Educational Testing Service are awarded credit based on the scores and course equivalent(s), as determined by the appropriate Mercer academic department for each exam. No credit may be awarded for scores of 1 or 2. Applicants should request that an official score report from The College Board be sent to the Office of the Registrar.

Credit is also awarded for examinations administered by the College Level Examination Program (CLEP). Credit is awarded for scores of 50 or higher on the general and/or subject exams. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

The International Baccalaureate Program is an internationally recognized curriculum that is taught at numerous high schools in the United States, Canada, and other countries. Mercer awards credit for scores of 5, 6, or 7 on the higher-level examinations of the International Baccalaureate Program. Score reports should be included with the student's final high school transcripts or provided by the International Baccalaureate Office.

CLEP credit for courses in the major areas must be approved by the faculty of the academic discipline concerned. An official transcript from the College Entrance Examination Board must be provided in order for the CLEP credit to be accepted as transfer credit. Students presenting Advanced Placement, CLEP, or International Baccalaureate scores may not receive more than 30 hours total credit from any or all three sources. Under highly unusual circumstances, an appeal to the dean may be made for credit greater than 30 hours. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

Credit by Examination

Department Challenge Examinations: Credits may be awarded upon the successful completion of examinations developed and administered by the departments of Penfield College of Mercer University with the approval of the associate dean or dean.

1. To be eligible to apply for a departmental challenge examination, a student must be actively enrolled in the semester in which the examination is to be taken or the learning experiences are evaluated. The student must submit an application to the appropriate program coordinator who will forward the request for approval to the department chair. The chair will forward the request to the dean's office for approval.
2. Appropriate fee payment must be made to the Bursar’s Office prior to sitting for the exam. A non-refundable administrative fee of $250.00 is assessed for each examination taken. If a student fails to achieve a passing score and requests to take the exam again, an additional fee will be assessed. Only the dean's office may waive the examination fee. A different exam will be administered for re-takes.

3. The chair department will designate a faculty member to compile the examination questions. The chair will approve the exam prior to administration, after which the chair will designate a person to monitor the exam. Results will be forwarded to the Dean’s Office which will in turn forward it to the registrar. Application forms are available in the Office of the Registrar or at the Regional Academic Centers.

4. Students will receive a grade of Satisfactory or Unsatisfactory for the examinations. A satisfactory score must be equivalent to C level work or higher. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through a departmental challenge examination will be posted to the permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as credit-by-examination. An “unsatisfactory” grade will not be reflected on the student’s transcript.

**Satisfactory-Unsatisfactory Grading Option**

Students seeking an undergraduate degree in Penfield College (regardless of grade average or year at Mercer) are permitted to take a maximum of two courses (6 credit hours) per academic year on a satisfactory-unsatisfactory basis, in addition to those courses graded on a non-optional satisfactory-unsatisfactory basis, with the following restrictions:

1. From the list of general education requirements that are applicable to a student's undergraduate major, area of concentration, or minor, a student may take no more than 6 total credit hours on an S/U basis.

2. Students must declare the satisfactory/unsatisfactory grade option by the end of the drop-add period and cannot change it after that time.

3. Courses originally taken on a letter grade basis may not be repeated on a satisfactory-unsatisfactory basis.

Each degree program may have more restrictive policies concerning courses graded on a satisfactory-unsatisfactory basis; such restrictions are included in the information concerning each major.

A grade of S earns credit hours but does not affect the grade point average; a grade of U does not earn credit hours, nor does it affect grade point average.

**Class Attendance**

Penfield College students are expected to attend all scheduled classes and field events. Since absence from class may have an adverse effect upon the student’s grade, each instructor is expected to outline the attendance requirements at the beginning of the course and to include these requirements in the syllabus given to the student. If stated in the syllabus, faculty members have the discretionary authority to assign the student an F because of excessive absences. However, the authority of academic departments to set standardized attendance policies is not abridged.
Course Load

In Penfield College, the maximum load in which an undergraduate student may enroll without approval of the advisor or dean is 12 credits per semester, 6 credits per eight-week session. Students wishing to take 15 hours per semester or 9 hours per session may do so with the permission of the advisor and may take more than 15 hours per semester or 9 hours per session only with the approval of the dean, associate dean, or dean’s representative. Students requesting an overload must complete the Overload Request form.

Declaration of a Major

Students should file a Declaration of Major Form with the registrar prior to completing 60 semester hours. Forms for declaring a major may be found at the Registrar’s Office and the Regional Academic Centers.

Penfield College

General Education Requirements

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and sum to at least 30 hours. Each school/college may select its own general education requirements from among the list of approved courses in each category and may choose to require more than the minimum number of hours and courses. Individual schools/colleges may also include additional college core requirements. Students should consult the requirements of their respective college to determine which courses are needed for graduation.

Communication (both written and oral communication competencies in English must be addressed) 12 hours

Written Communication: LBST 175 and LBST 180
Oral Communication: COMM 171
Other Communication: ENGL 300; INSY 102; LBST 275; LBST 280

Religion 3 hours
RELG 110; RELG 115; RELG 120; RELG 200; RELG 215; RELG 220; RELG 225; RELG 320; RELG 356

Humanities/Fine Arts 9 hours
Each course must have a different prefix
Humanities: COMM 251; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; LITR 115, LITR 207; LITR 247; LITR 277; LITR 334; PHIL 215; SCLT 201; SOCI 356; WGST 320
Fine Arts: ARTH 101; COMM 104; COMM 205; LBST 250; LBST 255; MUSC 150

Behavioral/Social Science 3 hours
ORGL 210; PSYC 111; SOCI 111; WGST 210

Quantitative Reasoning 3 hours
MATH 129; MATH 130; MATH 140; MATH 160; MATH 220

Scientific Reasoning (including a lab) 6 hours
BIOL 101; BIOL 105; ENVS 210; ENVS 215; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 215; SCIE 220; SCIE 250

Additional Requirement 3 hours
LBST 302; LBST 303; LBST 305; SCLT 304
Penfield College
General Education Vision Statement

Penfield College seeks to prepare citizens for the 21st century. This vision of general education is grounded in the university-wide aim of enabling students “to lead richer, fuller lives of citizenship in a world where different cultures, social institutions, and technologies intersect in multiple and diverse ways.” Achieving this broad aim requires fostering capacities for intellectual growth, cultural understanding, civic responsibility, and moral discernment, and more particularly requires that citizens, in cross-cultural/global settings, be able to:

I. Interpret the worlds of meaning constituted by texts, practices, and artifacts;
II. Explain how the world works using analytic and systemic reasoning;
III. Communicate in an informed manner in various public squares and spheres;
IV. Engage issues of ethics and social justice across cultures and disciplines.

Students will do the following to accomplish the general education I—IV outcomes:

I. Interpretation and Citizenship
   Students will interpret various texts, practices, and artifacts that constitute the world by:
   1. Practicing recursive and reflective “close reading” of texts, practices, and artifacts to develop an interpretation supported by details and a consideration of the work as a whole;
   2. Explaining similarities and differences among texts, practices, or artifacts in relation to other texts, practices, or artifacts;
   3. Articulating the meaning of a text, practice, or artifact in relation to theories of interpretation;
   4. Mapping a text, practice, or artifact in relation to a field or multiple fields of study.
   5. Engaging in dialogue with a text, practice, or artifact in relation to selves/others.

II. Explanation and Citizenship
   Students will use analytic and systemic reasoning to explain the world empirically, experimentally, and mathematically by:
   1. Using and critiquing scientific methods while demonstrating an understanding of the difference(s) among fact, scientific law, theory, and hypothesis;
   2. Using mathematical terminology, notation, and symbolic processes;
   3. Designing and implementing a multi-step mathematical process, appropriately employing mathematical and technological tools, to solve problems and assess the reasonableness of results within different contexts, including the human as well as natural world;
   4. Practicing experimental/observational science by collecting, analyzing, and interpreting empirical data;
5. Analyzing observed phenomena within the human and natural world through the use of qualitative and quantitative scientific reasoning;

6. Analyzing underlying concepts of analytic and systemic reasoning within different contexts including the human and natural world.

III. Communication and Citizenship

Students will communicate in an informed manner in the public squares and spheres through which they engage the world by:

1. Using communicative practices (including, but not limited to, reading/writing, listening/speaking, verbal/non-verbal, or using/designing digital communication) as recursive, reflective processes of substantive revision;

2. Exploring and discussing how different modes of communication embody different ways of relating to others;

3. Demonstrating consideration of context, audience, and purpose in the focus of the assigned communicative task(s).

4. Demonstrating consistent use of important conventions particular to a specific discipline and/or communicative task(s), including organization, content, presentation, and stylistic choices;

5. Articulating specific positions (perspectives, theses/hypotheses) that take into account the complexities of an issue and that acknowledge others’ points of view.

6. Articulating conclusions and making persuasive arguments that are logically tied to a range of information, including opposing viewpoints, and in which related outcomes are identified clearly;

7. Using research to develop ideas, ensuring that information is taken from a source (or sources) with enough interpretation/evaluation to develop a coherent analysis or synthesis in which viewpoints of experts are subject to questioning.

IV. Engagement and Citizenship

Students will engage issues of ethics and social justice across cultures and disciplines by:

1. Interpreting ways of seeing ourselves with others in communicative or social actions;

2. Explaining differences in access to power and citizenship among social groups;

3. Communicating diverse perspectives in a coherent and knowledgeable way;

4. Articulating how one might act ethically and responsibly in light of what one has learned.

General Education Structure

Successful completion of courses listed below will enable students to accomplish the general education I—IV outcomes.

Total hours: 39

Next to each outcome are the required hours to be completed for that outcome.
**Outcome I. Interpretation and Citizenship: 12 hours**

To be able to situate an interpretation within and across fields of study, students shall successfully complete courses in a variety of areas. Each course counted toward general education requirements in Interpretation and Citizenship must have a different prefix, one of which must be RELG, and at least one course must be taken from each of the following four areas:

- **Texts** (What does the written or spoken text say, and how does it say it?):
  - LITR/RELG 115 Readings in World Literature, Religion, and Citizenship
  - LITR 207 Topics in World Literature (prerequisites LBST 175/180)
  - LITR 247 Topics in British Literature (new title) (prerequisites LBS 175/180)
  - LITR 277 Topics in U.S. Literature (prerequisites LBST 175/180)
  - LITR 334 Forms and Figures of Literature (prerequisites LBST 175/180)
  - RELG 120 Introduction to Old Testament
  - RELG 130 Introduction to New Testament
  - RELG 215 Topics in Biblical Studies
  - SCLT 201 Search for Meaning (prerequisites 175/180)

- **Practices** (How are socio-cultural practices developed, and what do they mean?):
  - COMM 251 Communication and Society (prerequisites LBST 175/180)
  - HIST 101 Civilization of the Western World I
  - HIST 102 Civilization of the Western World II
  - HIST 200 Topics in World History (prerequisites LBST 175/180)
  - HIST 201 The United States from Colonization to 1877
  - HIST 202 The United States from 1877 to the Present
  - HIST 210 Topics in American History (prerequisites LBST 175/180)
  - HIST 220 Topics in European History (prerequisites LBST 175/180)
  - HIST 366 The Civil War and Reconstruction (prerequisites LBST 175/180)
  - HIST 367 The South after Reconstruction (prerequisites LBST 175/180)
  - HIST 368 Georgia History (prerequisites LBST 175/180)
  - RELG 200 Topics in the History of Christianity (prerequisites LBST 175/180)
  - RELG 225 Religion in the United States (prerequisites LBST 175/180)

- **Artifacts** (What do material/aural/visual cultural objects mean, and how do they mean it?):
  - ARTH 101 Art Appreciation
  - COMM 104 Understanding Theatre
  - COMM 205 Understanding Cinema (prerequisites LBST 175/180)
  - MUSC 150 Music Appreciation

- **Connections** (How are texts, practices, and artifacts connected, and how do we interpret their inter-relations?):
  - LBST 250 Arts and Ideas I: Ancient and Medieval Culture (prerequisites LBST 175/180)
  - LBST 255 Arts and Ideas II: Modern Culture (prerequisites LBST 175/180)
  - PHIL 215 Foundations of Ethics
  - RELG 110 Introduction to Religion
  - RELG 220 World Religions (prerequisites LBST 175/180)
  - RELG/WGST 320 Topics in Women, Gender and Religion (prerequisites LBST 175/180)
  - RELG/SOCI 356 Sociology of Religion (prerequisites LBST 175/180)
Outcome II. Explanation and Citizenship: 12 hours

To be able to situate an explanation within and across fields of study, students shall successfully complete courses in a variety of areas. At least one course must be taken in each of the following areas:

- **Scientific Method**: (How do we demonstrate the validity of an explanation?)
  - SCIE 100 Methods of Scientific Investigation (prerequisite MATH 120)

- **Axiomatic Explanation**: (How do we logically describe the ordering of relationships in a system, and what are the consequences—theorems—that result from different mathematical orders?)
  - MATH 129 Modeling Function with Graphs and Tables (prerequisite MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
  - MATH 130 Topics in Precalculus (prerequisite MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
  - MATH 140 Applied Mathematics (prerequisite MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
  - MATH 160 College Geometry (prerequisite MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
  - MATH 220 Applied Statistical Methods (prerequisite MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)

- **Explanations of the Natural World**: (How do we explain the workings of the natural world in such a way that we can move toward making reasonable predictions about what will happen?)
  - BIOL 101 Introduction to Biology and Evolution (prerequisite SCIE 100)
  - BIOL 105 Life Forms and Functions (prerequisite SCIE 100)
  - ENVS 210 Physical Aspects of the Environment (prerequisite SCIE 100)
  - ENVS 215 Environmental Impacts and Living Systems (prerequisite SCIE 100)
  - PHYS 106 Earth Systems Science (prerequisite SCIE 100)
  - PHYS 220 Astronomy and the Universe (prerequisite SCIE 100)
  - PHYS 225 Meteorology (prerequisite SCIE 100)
  - SCIE 215 Life Systems (prerequisite SCIE 100)
  - SCIE 220 Physical Systems (prerequisite SCIE 100)
  - SCIE 250 Applied Forensic Criminalistics (prerequisite SCIE 100)

- **Explanations of the Human World**: (How do we explain the interactions of humans in such a way that we can move toward making reasonable predictions about what will happen?)
  - ORGL 210 Foundations of Leadership
  - PSYC 111 Introduction to Psychology
  - SOCI 111 Introduction to Sociology
  - WGST 210 Women, Gender, and Identity
Outcome III. Communication and Citizenship: 12 hours

To be able to communicate effectively in various public squares and spheres, students shall successfully complete the courses listed in “Public Square”, “Public Sphere”, and one course from “Public Square and/or Sphere”:

- Public Square: (How do we effectively communicate with fellow citizens in the public square?)
  
  COMM 171 Introduction to Public Speaking

- Public Sphere: (How do we effectively communicate with fellow citizens in the public sphere?)
  
  LBST 175 Academic Writing I
  LBST 180 Academic Writing II (prerequisite C or better in LBST 175)

- Public Square and/or Sphere (including digital communication): (How do we continue to refine our effective participation in public squares and spheres?)
  
  ENGL 300 Advanced Essay Writing (prerequisites LBST 175/180)
  INSY 102 Introduction to Digital Communication (prerequisite Basic keyboarding skills or equivalent)
  LBST 275 Argument: Social Thought and Citizenship (prerequisites LBST 175/180)
  LBST 280 Argument: Public Discourse and Citizenship (prerequisites LBST 175/180)

Outcome IV. Engagement and Citizenship: 3 hours

To be able to integrate the practices of interpretation, explanation and communication while articulating how best to act in light of what one has learned, students shall successfully complete one of the following courses:

  LBST 302 Studies of Cultures in Contact (60 credits, prerequisites LBST 175/180)
  LBST 303 Issue of Justice in a Global Community (60 credits, prerequisites LBST 175/180)
  LBST 305 Globalization and Citizenship (60 credits, prerequisites LBST 175/180)
  SCLT 304 Ways of Worldmaking (60 credits, prerequisites LBST 175/180)

PENFIELD COLLEGE ORIENTATION AND STUDENT SUCCESS COURSE

UNIV 110, The Culture of the University course is designed to provide a foundation for student success in Penfield College. The course is designed to orient students to the academic expectations, academic programs, and academic support services of the College and the University.

UNIV 110. The Culture of the University 3.0 credit hours
(Required course for all new Penfield College undergraduate students)

Students in this course will demonstrate knowledge of the history, traditions, protocol, and demands associated with the participation in the academic community of Mercer University. Students as adults-in-college will develop effective skills and strategies for succeeding in college, and will learn to access human and technological resources to assist in learning. This course is designed to be taken at the onset of the student's academic work at Mercer University; students may take this course only within
the first academic year in the college. Exceptions to this schedule and to the course requirement will only be made with permission of the associate dean.

Student Learning Outcomes: At the end of the course, students will be able to:

- Demonstrate basic habits that contribute to their capacity to read, write, think, listen, and reason quantitatively on a level consistent with college academic work.
- Demonstrate effective use and apply technology effectively, including Blackboard, MyMercer, Mercer library, and related academic technology.
- Identify and apply basic skills that facilitate library research.
- Demonstrate use of style guides for research papers and other projects.
- Articulate life-management skills and basic study skills necessary for college success.
- Demonstrate the ability to locate and apply Mercer University academic policies and procedures outlined in the Mercer University Catalog.
- Demonstrate the ability to access and use Mercer University’s student support systems -- Career Services, ARC, Bearlink, Wellness, etc..
- Identify crucial components of Mercer University’s organizational structure, culture and history.
- Demonstrate the ability to practice ethical decision-making, including application of the Mercer Honor Code.

All new students entering Penfield College, beginning in the fall of 2015, are required to complete this course.

**FOUNDATIONS FOR LIBERAL STUDIES (FDLS)**

The foundations for liberal studies courses are specifically designed to provide instruction in the strategies and techniques necessary for orientation, adjustment, participation, and success in an academic program by students making their entry into a college program, and for students who may have had some prior college work but who have not actively participated in a college program in the last two years.

Four courses comprise the foundations for liberal studies:

- **FDLS 115**  Introductory Algebraic Procedures for Problem-Solving  
  (students enrolled in FDLS 115 must receive a grade of C or better in order to register for MATH 120.)
- **FDLS 130**  Language and Communication  
  (students enrolled in FDLS 130 must receive a grade of C or better in order to register for LBST 175 and 180.)
- **FDLS 150**  Principles of Self-Renewal
- **FDLS 170**  Fundamentals of Research Methods

UNIV 110, FDLS 115, and FDLS 130 are designed to be taken at the onset of the student’s academic work at Mercer University. Students may take these courses only within the first academic year in the college or with permission of the department chair or a Penfield College administrator. The Director of Undergraduate Admissions and the Academic Standards Committee require some entering students to enroll in and successfully complete one or more of the foundation courses as part of their admissions process, specifically, provisionally admitted students, and all international students.
DEPARTMENT OF COUNSELING AND HUMAN SCIENCES

Arthur J. Williams, Chair/Professor
Priscilla Danheiser, W. David Lane, Laurie L. Lankin, and Kyra L. Osmus, Professors
Caroline M. Brackette, Marna L. Burns, Kenyon C. Knapp, Suneetha B. Manyam, Theresa C. Reese, and Karen D. Rowland, Associate Professors
Steve N. Hamilton, Kristina Henderson, Gail W. Johnson, Cameron A. Miller, Donald B. Redmond, Kathy D. Robinson, and R. Tyler Wilkinson, Assistant Professors
Sara J. Overstreet, Instructor

Mission Statement
The Department of Counseling and Human Sciences offers an undergraduate program in human services, and minors in human services and applied psychology in the Regional Academic Centers. An undergraduate program in Psychology is offered on the Atlanta Campus and online. Master’s degree programs in clinical rehabilitation counseling, clinical mental health counseling and school counseling, an educational specialist degree program in school counseling, and a doctoral degree program in counselor education and supervision are offered on the Atlanta campus. A Master’s degree program in Human Services is offered at the Henry County Regional Academic Center.

The Counseling and Human Sciences Department maintains a commitment to student learning:

- Through effective teaching, service, and research.
- By striving to facilitate critical thinking and a life-long interest in learning.
  By establishing an environment of intellectual and spiritual freedom that encourages compassion, understanding, and responsibility.
- By offering a comprehensive set of graduate and undergraduate programs to meet the needs of students interested in the fields of psychology, clinical mental health counseling, counselor education and supervision, human services, rehabilitation counseling, and school counseling.

Department Goals

- To create an environment for the development of critical thinking skills which contribute to education as a life-long process.
- To develop a knowledge base and skills that enable students to interact in a diverse, technologically complex society by emphasizing the relationship between theory and practice.
- To cultivate a community of learning characterized by high ethical standards and an understanding of diversity.
- To provide and promote academic programs that will respond effectively to professional communities.
- To provide and encourage opportunities for faculty development in consultation, teaching, service, and research.
PSYCHOLOGY

Cameron A. Miller, Program Coordinator/Assistant Professor
Priscilla Danheiser and Arthur J. Williams, Professors
Marna L. Burns, Associate Professor

Mission Statement
Consistent with the mission of Mercer University and Penfield College, the Psychology Program offers undergraduate learning opportunities for adults who seek to discover and develop fully their unique combination of talents and gifts by exploring the field of psychology. Students learn to think critically about the science of psychology and its practice as they develop a working knowledge of psychology’s content domains.

Student Learning Outcomes
Upon completion of the Bachelor of Science degree in Psychology, students will be able to:

- Describe key concepts, principles, and overarching themes in psychology; develop a working knowledge of psychology’s content domains; and describe applications of psychology.

- Use scientific reasoning to interpret psychological phenomena; demonstrate psychology information literacy; engage in innovative and integrative thinking and problem solving; interpret, design, and conduct basic psychological research; and incorporate sociocultural factors in scientific inquiry.

- Apply ethical standards to evaluate psychological science and practice; build and enhance interpersonal relationships; and adopt values that build community at local, national, and global levels.

- Demonstrate effective written communication for different purposes; exhibit effective presentation skills for different purposes; and interact effectively with others.

- Apply psychological content and skills to career goals; exhibit self-efficacy and self-regulation; refine project-management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation.

Bachelor of Science in Psychology
120 Semester Hours
Requirements*
Prerequisites
MATH 220  Applied Statistical Methods
PSYC 111  Introduction to Psychology

General Education Requirements ..................................................................................... 39 hours

Core in Major .................................................................................................................. 24 hours
PSYC 210  History and Systems of Psychology
PSYC 215  Cognitive Psychology
PSYC 227  Lifespan Development
PSYC 315  Research Methods I
PSYC 316  Research Methods II
PSYC 333  Social Psychology
Electives in the Major .......................................................... 12 hours

Choose 4 courses from the following electives:

- PSYC 225  Prenatal through Adolescent Development
- PSYC 226  Adult Development
- PSYC 358  Psychology of Religion
- PSYC 361  Group Process and Practice
- PSYC 365  Current Psychotherapies
- PSYC 373  Psychology of Men
- PSYC 371  Psychology of Women
- PSYC 380  Forensic Behavior
- PSYC 388  Human Sexuality
- PSYC 390  Special Topics

Electives ............................................................................. 45 hours

TOTAL .......................................................... 120 semester hours

*Students must earn a “C” or better in LBST 180 to enter or continue in the psychology major

Grade Requirements

A student seeking a major in psychology must maintain a cumulative grade point average of 2.75 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major.

DEPARTMENT OF LEADERSHIP STUDIES

Lynn W. Clemons, Chair/Associate Professor
Laurie L. Lankin, Thomas E. Kail, and Richard H. Martin, Professors
Stephen E. Ruegger and V. Lynn Tankersley, Associate Professors
Gail W. Johnson and Kevin B. Williams, Assistant Professors
Charles Weston, Senior Lecturer
Jaqueline Stephen, Instructor

Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals. As such, the mission of the Department of Leadership Studies is to help students learn to think more effectively as leaders. To achieve this goal, students generate and evaluate empirical evidence while considering theoretical perspectives of the discipline. Students actively engage with a rigorous academic program that includes comprehensive coursework, leadership projects, internships, and student-faculty research. Ultimately, and in an ethical manner, our students will contribute to the knowledge base of leadership and apply leadership principles to everyday life. The Department of Leadership Studies offers major programs in human resource administration and development, organizational leadership and public safety leadership, and a minor in public safety in the Regional Academic Centers. The undergraduate majors in organizational leadership and public safety leadership are also offered on the Atlanta Campus. The undergraduate major in public safety leadership is also offered online. A Master of Science degree program in public safety leadership
offered online, and a Master of Science in organizational leadership is offered on the Atlanta and Macon Campuses and in Henry County.

**Operational Outcomes**

1. Faculty will engage in appropriate scholarly and professional activities on an annual basis.

2. Faculty will continue to develop and implement the assessment and evaluation processes of each program's curriculum.

3. Students will graduate in a timely manner.

4. Faculty will provide effective academic advising to its students.

**Student Learning Outcomes**

Upon completion of a major in the Department of Leadership Studies, students will be able to:

- Conceptualize and rework problems, and to generate solutions to those problems that open up new worlds of knowledge.
- Analyze and define issues.
- Develop an appreciation for multiple viewpoints.
- Generate well-crafted arguments.
- Find useful information, ideas, concepts, and theories, to synthesize them and build on them, and to apply them in the workplace as well as personal life.
- Analyze options and outcomes for decisions in terms of their values and effects and to make decisions that are rational, legal, and ethical.
- Read, write, and speak effectively; make presentations that are persuasive and engaging; and argue to powerful effect.
- Think deeply about their lives, their goals, and the importance of learning to learn in meeting leadership challenges by becoming lifelong learners.

**Department Goals**

- To develop the capacity for critical thinking related to analytic and critical written expression and effective verbal communication.
- To encourage professionalism and opportunities for undergraduate participation in leadership, which allows for meaningful participation in professional events and activities of their discipline.
- To encourage the development of attitudes and predispositions among students that contributes to effective and responsible leadership and citizenship and to foster healthy maturation and self-growth more generally.
- To provide the opportunity for engagement with classic and contemporary knowledge, issues, research, questions, and problems related to leadership effectiveness in specific professions.
- To develop ethical reasoning related to leadership.
ORGANIZATIONAL LEADERSHIP

Thomas E. Kail, Professor
Lynn W. Clemons, Associate Professor
Gail W. Johnson and Kevin B. Williams, Assistant Professors

Organizational Leadership
B.A.Sc. Degree
120 Semester Hours

The Bachelor of Applied Science (B.A.Sc.) in Organizational Leadership is offered at the Regional Academic Centers in Douglas County and Henry County and on the Atlanta and Macon campuses. The program is designed for mid-career adult learners who have a minimum of four or more years of full-time work experience.

No more than 25% of the total number of units for the Organizational Leadership Program can consist of business or business related course work. A cumulative GPA of 2.5 (on a 4.0 system) on all work attempted is required for admission to the program. Students without the 2.5 GPA may be provisionally admitted to the program.

Purpose of the Degree

The purpose of the Bachelor of Applied Science in Organizational Leadership degree is to prepare mid-career working adults to serve effectively in leadership positions and roles. An integral component of the organizational leadership undergraduate degree program is the emphasis on learning experiences that integrate theory and provide adult learners with the opportunity to apply classroom learning to their working lives.

Program Goals

• Broaden the student’s knowledge and understanding of the current facets of organizational leadership.
• Facilitate professional growth by helping students understand organizational culture.
• Develop students’ conceptual and diagnostic skills to lead planned organizational change.
• Focus on organization behavior and the leadership dimensions of attitude, personality, perception, learning, roles, norms, and techniques for leading effective teams.
• Promote development of interpersonal relationships and effective oral and written communications.
• Encourage development of religious, ethical, and spiritual values and perspectives within the framework of leadership roles and practices.

Student Learning Outcomes

In addition to meeting Mercer University’s general education practical competencies, graduates of the organizational leadership degree program will be able to:

• Demonstrate effective problem-solving and conflict resolution strategies.
• Demonstrate goal setting techniques.
• Apply understanding of follower motivation.
• Demonstrate effective interpersonal communication and leadership skills.
• Apply research and statistical techniques to improve problem solving and decision making.
• Encourage and support human resource programs for recruitment, development, and retention.
• Articulate a personal philosophy of leadership and develop strategies to lead by example.

Curriculum
The interdisciplinary social science focus of the Organizational Leadership program provides mid-career professionals with an understanding of leadership practices in the 21st century. Courses provide a practical approach to leadership and the implementation of change in a world that is increasingly interconnected. Students may not earn any grades lower than C in any courses in the major and may not take any course on an S/U basis. Students must attain an overall grade point average of 2.5 to qualify for graduation.

B.A.Sc. Degree Requirements

General Education Core and Electives ........................................... 81 hours

Major Requirements ........................................................................ 39 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HRAD 245</td>
<td>Introduction to Human Resources</td>
</tr>
<tr>
<td>ORGL 210</td>
<td>Foundations of Leadership</td>
</tr>
<tr>
<td>ORGL 315</td>
<td>Effective Communication for Leadership</td>
</tr>
<tr>
<td>ORGL 320</td>
<td>Human Behavior in Organizations</td>
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<tr>
<td>ORGL 330</td>
<td>Budgeting for Nonfinancial Leaders</td>
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<tr>
<td>ORGL 335</td>
<td>Contemporary Global Issues</td>
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<tr>
<td>ORGL 350</td>
<td>Values, Ethics, and Leadership Practice</td>
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<tr>
<td>ORGL 355</td>
<td>Leadership in Nonprofit Organizations</td>
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<tr>
<td>ORGL 380</td>
<td>Applied Research Methods</td>
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<td>ORGL 445</td>
<td>Dimensions of Servant Leadership</td>
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<tr>
<td>ORGL 460</td>
<td>Strategic Leadership</td>
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<tr>
<td>ORGL 470</td>
<td>Organization Development and Change</td>
</tr>
<tr>
<td>ORGL 475</td>
<td>Advanced Leadership Philosophy and Practice</td>
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</tbody>
</table>

Total Requirements ...................................................................... 120 semester hours

PUBLIC SAFETY LEADERSHIP
V. Lynn Tankersley, Program Coordinator/Associate Professor
Richard H. Martin, Professor
Stephen E. Ruegger, Associate Professor
Charles Weston, Senior Lecturer

Mission Statement
The Bachelor of Science in Public Safety Leadership degree is designed to provide students a strong foundation of knowledge regarding the various public safety entities including: law enforcement, corrections, the courts, homeland security and emergency response. The degree is targeted towards adult learners who may or may not be working in the field of public safety and provides students the opportunity for service-based learning. In addition, the coursework assists students in understanding how science and technological advances have aided in the detection and apprehension of...
deviants and in the development of critical thinking skills regarding important issues in public safety. Finally, the degree aims to develop students’ leadership skills and abilities to communicate effectively and efficiently in various high-risk situations. Public safety majors take 18 hours of core classes for the major and select one of three 24 hour concentrations (criminal justice, homeland security, or emergency services), each designed to help students meet the competencies deemed crucial for effectiveness in the field. Students in the Emergency Services track must be currently certified under the National Registry of Emergency Medical Technicians.

**Student Learning Outcomes**

Upon completion of a program of study in public safety leadership, all students will be able to:

- Distinguish how the various components of the public safety system interact
- Develop and defend positions on current issues in public safety
- Dramatize effective interpersonal communication and leadership skills
- Carry out a research project
- Solve ethical dilemmas
- Assess, construct, and critique options and solutions to crisis situations

In addition to the general degree outcomes, students within the criminal justice track will be able to:

- Evaluate and apply theories of criminal behavior
- Describe the nature and extent of diversity in relation to crime
- Demonstrate knowledge and understanding of how technology impacts criminal behavior and the apprehension of criminals
- Demonstrate a basic understanding of how scientific knowledge assists in explaining deviance

In addition to the general degree outcomes, students within the homeland security track will be able to:

- Demonstrate knowledge and understanding of how agencies can work together to coordinate responses to security threats
- Evaluate and apply theories of criminal behavior
- Describe the nature and extent of diversity in relation to crime
- Demonstrate knowledge and understanding of how technology impacts criminal behavior and the apprehension of criminals

In addition to the general degree outcomes, students within the emergency services track will be able to:

- Demonstrate effective problem-solving and conflict resolution strategies
- Demonstrate an understanding of human behavior, active listening, workplace-human interaction, and an appreciation of diversity and multicultural issues
Public Safety Leadership

B.S. Degree
120 Semester Hours

Requirements*

Prerequisites
PSYC 111 Introduction to Psychology
SOCI 111 Introduction to Sociology

General Education Requirements .............................................................. 39 hours
Content Studies .......................................................................................... 18 hours

Core in Major
ORGL 210 Foundations of Leadership
ORGL 315 Communication for Effective Leadership
or
COMM 370 Intercultural Communication
ORGL 380 Applied Research Methods
PSFT 435 Ethics and Public Safety
PSFT 470 Field Experience (not required for the Emergency Services track)
PSFT 498 Senior Seminar

A. Criminal Justice Track ........................................................................... 24 hours
CRJS 260 Introduction to Criminal Justice
And 7 more from the courses listed below:
CRJS 305 Community Policing
CRJS 325 Criminal Law
CRJS 330 Criminal Procedure
CRJS 345 Forensic Behavior
CRJS 350 Theoretical Forensic Criminalistics
CRJS 359 The Judicial Process
CRJS 360 Criminology
CRJS 366 The Correctional Process
CRJS 390 Special Topics in Criminal Justice
INSY 391 Computer Privacy, Ethics, Crime and Society
PSFT 390 Special Topics in Public Safety

B. Homeland Security Track ...................................................................... 24 hours
CRJS 325 Criminal Law
And 7 more from the courses listed below:
CRJS 330 Criminal Procedure
CRJS 350 Theoretical Forensic Criminalistics
CRJS 359 The Judicial Process
CRJS 380 Forensic Behavior
INSY 391 Computer Privacy, Ethics, Crime, and Society
ORG 330 Budgeting for Nonfinancial Leaders
PSFT 365 Introduction to Homeland Security and Emergency Management
PSFT 370 Terrorism
PSFT 375 The Effects of Disaster on Society

160 / MERCER UNIVERSITY
C. Emergency Services (applicants must be NREMT Certified) .................. 27 hours

HRAD 250 Introduction to Training and Development
INFM 205 Survey of Health Informatics
LBST 205 Introduction to Technical Writing
ORGL 330 Budgeting for Nonfinancial Leaders
POLS 100 Government in America
or
POLS 200 Government at the State and Local Levels

Students must take 4 more courses from the following list:
HRAD 245 Introduction to Human Resources
HRAD 315 Workplace Law and Relations
HRAD 350 Principles of Adult Learning and Development
HRAD 365 Instructional Design and Delivery Strategies I: Materials
HRAD 375 Instructional Design and Delivery Strategies II: Organizing Training
HRAD 385 Instructional Design and Delivery Strategies III: E-learning
HSRV 340 Social Welfare Policy
HSRV 415 Older Adults in the 21st Century
ORGL 320 Human Behavior in Organizations
ORGL 335 Contemporary Global Issues
ORGL 470 Organization Development and Change

* One other PSFT/CRJS elective for students not taking PSFT 470

Electives .......................................................... 39 hours
TOTAL .................................................................. 120 semester hours

* Students must earn a “C” or better in LBST 180 to enter or continue in the public safety major.

NOTE: Public Safety Leadership majors who have less than two years of professional experience in the public safety field must take 3 credit hours of PSFT 470 (not required for Emergency Services Track). The student’s advisor will determine the applicability of this requirement. An additional 3 hours of PSFT 470 may be taken as an elective. Students with two or more years of professional experience in public safety may take PSFT 470 as elective hours to a maximum of 6 credit hours. All students must have junior status to be eligible to apply for PSFT 470. It is the student’s responsibility to find a field experience site. At least 8 weeks prior to beginning the semester in which the field experience is planned, the student must have the site approved by his/her faculty advisor. Field experience may be done in the fall and spring semesters or during summer, session 1. PSFT 470 requires 15 hours per week at the field experience site. Exceptions to the above may be made only with the approval of the student’s faculty advisor.

Grade Requirements

A student seeking a major in public safety leadership must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major other than PSFT 470.
MINORS

Public Safety
18 Semester Hours
Requirements
CRJS 260 or PSFT 365
5 public safety/criminal justice courses ....................................................... 18 hours
At least 6 credits must be 300-400 level and taken at Mercer.

Criminal justice or public safety courses used for a student's major may not be used toward a public safety minor.

Digital Forensics
18 Semester Hours
Digital Forensics Minor Student Learning Outcomes
Students completing a minor in Digital Forensics will be able to:

1. Define the discipline of Digital Forensics and contextually relate it to their major field of study.

2. Describe techniques and procedures required to investigate, secure, and document digital evidence related to criminal activity.

Requirements
CRJS 375 Criminal Investigation
CRJS/INSY 391 Computer Privacy, Ethics, Crime, and Society
INFM 120 Introduction to Computer Science
INFM 210 Programming Concepts for Informatics
DGTF 390 Digital Forensics I
DGTF 490 Digital Forensics II
At least 6 credit hours of upper division work must be completed at Mercer.

DEPARTMENT OF LIBERAL STUDIES

Fred Bongiovanni, Chair/ Professor
Duane E. Davis and J. Colin Harris, Professors Emeriti
Margaret H. Eskew and Ian C. Henderson, Professors
J. Thompson Biggers, Timothy D. Craker, Melanie R. Pavich, Clinton W. Terry, and Andrea L. Winkler, Associate Professors
Wesley Nan Barker, Steven J. Miller, and David F. Purnell, Assistant Professors

Mission Statement
The Department of Liberal Studies continues the tradition of Jesse Mercer by making a liberal arts foundation for professional and personal development accessible to working adults throughout Georgia. The purpose of a liberal arts education is not only to free students from the constraints of any one particular religious, academic, or professional perspective, but also to free them for fuller and richer citizenship in a world in which different cultures, social institutions, and technologies interconnect in multiple and changing ways.
Department Goals

The department is committed to:

- Providing a learning environment that is personal, challenging, respectful, and supportive of each student’s academic goals.
- Assisting students in the refinement of their thinking, writing, and speaking skills.
- Providing a liberal arts foundation/connection to the professional programs offered in the Regional Academic Centers.
- Providing students with the opportunity to pursue in conjunction with an academic advisor, a Bachelor of Arts degree in either Liberal Studies or Communication.
- Enabling students to gain the personal and academic resources to serve them as life-long learners.
- Fostering a perspective that will nurture responsible vocation, relationships, and citizenship, both locally and globally.
- Ensuring students experience a creative, supportive, challenging, and respectful learning environment.

Student Learning Outcomes

Through work in the department’s courses, students will:

- Demonstrate refinement in thinking and communication skills.
- Demonstrate an understanding of the various dimensions of the liberal arts tradition and the connection of that tradition to their specific vocational goals.
- Demonstrate an ability to apply the results of their particular study to a perspective for continued learning.
- Reflect a maturing perspective toward their various life roles and toward local and global citizenship.

COMMUNICATION

J. Thompson Biggers, Program Coordinator/Associate Professor
Ian C. Henderson, Professor
David F. Purnell, Assistant Professor

B.A. Degree (offered at the Douglas, Henry, and Macon Regional Academic Centers and the Atlanta Campus)

The Bachelor of Arts in Communication degree blends a grounding in the social/cultural with the psychological/rhetorical paradigm in a focus on the ways in which we communicate within contemporary organizations and society.

Student Learning Outcomes

Students will learn how to be better communicators. On the one hand, they will learn to make reasoned choices among media and generate a/effective messages using verbal and nonverbal means within the context of the groups and institutions in which they find themselves. On the other hand, students will also become critical interpreters of
the messages that bombard them daily in their personal and professional lives. These connected and basic outcomes will be achieved through the following:

1. Students will recognize the impact of social and cultural determinants in our communication with others:
   a. Students will demonstrate how textual meaning is necessarily connected with the culture or society of which those texts are a part (i.e. whether generated within, or received by, that culture) (COMM 205 or COMM 240)
   b. Students will identify the differential impacts of the various media of communication (oral, written, print or electronic) on our communication practices and texts (COMM 251 or COMM 345)
   c. Students will apply and evaluate contemporary communication theories to expose "hidden" meanings in cultural/societal texts (COMM 309).
   d. Students will apply the social paradigm of communication to show how our communicative behavior is grounded in social convention and rules (COMM 320)

2. Students will recognize the impact of personal (psychological) determinants in our communication with others:
   a. Students will describe the ways our individual behavior is necessarily gendered and will show how our texts and behaviors reflect this connection (COMM 253)
   b. Students will use the principles of interpersonal communication to show how our individual relationships and our communication with others are tied to individual psychology (COMM 260)
   c. Students will describe how the meaning of our individual verbal communication is contextualized by nonverbal cues (COMM 325)
   d. Students will describe the ways our individual behavior is necessarily tied to culture and will show how our texts and behaviors reflect this connection (COMM 370)

3. Students will recognize how the social/cultural and personal/psychological determinants blend in our communication within organizations:
   a. Students will apply the principles of group dynamics (both social and psychological) to the task oriented group that underlies so much of contemporary organizational practice (COMM 255 or COMM 265)
   b. Students will engage and critique conventional organizational communication to generate effective and persuasive messages for both individual and group (COMM 270 or COMM 340)
   c. Students will practice the art of rhetoric in persuading others to change or to learn and to critique their own and the behavior of others in attempting to achieve these ends (COMM 330 or COMM 359)
d. Students will describe how a successful organizational life combines conventional societal rules with individual psychological determinants (COMM 350)

4. Students will recognize how the process of interpretation underlies all the (communicative) experience (COMM 450):
   a. Students will use the methodological tools of analysis and synthesis to recognize (Critical Analysis 1) and create (Critical Analyses 2 and 3) coherent textual interpretations
   b. Students will practice textual interpretation by showing how different interpretive perspectives, and the application of their particular criteria, create distinct (and often contradictory) textual interpretations (Critical Analysis 3)

COMMUNICATION

B.A. Degree

120 Semester Hours

General Education Requirements .........................................................39 hours
Major Requirements ...............................................................................39 hours

Students will complete four courses in each category as outlined below:

1. Communication and Society (12 hours)
   COMM 205 Understanding Cinema or COMM 240 Popular Cultural Forms and Society
   COMM 251 Communication and Society or COMM 345 Mass Media and Society
   COMM 309 Communication and Information Theory
   COMM 320 Advanced Interpersonal Communication

2. Communication and the Person (12 hours)
   COMM 253 Gender Relations
   COMM 260 Interpersonal Communication
   COMM 325 Nonverbal Communication
   COMM 370 Intercultural Communication

3. Organizational Communication (12 hours)
   COMM 255 Virtual Working Group Communication or COMM 265 Working Group Communication
   COMM 270 Communication for Business or COMM 340 Public Relations
   COMM 330 Elements of Persuasion or COMM 359 Instructional Communication
   COMM 350 Organizational Communication

4. Capstone (3 hours)
   COMM 450 Approaches to Interpretation

Electives ....................................................................................................42 hours
TOTAL ......................................................................................................120 semester hours

Grade Requirements

A student seeking a major in communication must maintain an overall cumulative grade point average of 2.5 for all courses required in the major to qualify for graduation. The S/U grading option may not be elected for any required courses in the major.
LIBERAL STUDIES

Fred Bongiovanni, Chair/Professor
Duane E. Davis and J. Colin Harris, Professors Emeriti
Margaret H. Eskew and Ian C. Henderson, Professors
J. Thompson Biggers, Timothy D. Craker, Melanie R. Pavich, Clinton W. Terry, and Andrea L. Winkler, Associate Professors
Wesley Nan Barker, Steven J. Miller, and David F. Purnell, Assistant Professors

B.A. Degree

The Bachelor of Arts degree in Liberal Studies provides an individualized program of study that combines a common liberal studies core with individualized concentrations in selected courses and fosters students’ ability to think critically and constructively in relation to their self-chosen academic goals. While this degree allows students to propose their own programs of study, it broadens their academic perspectives by emphasizing interdisciplinary study as a method of comprehension and understanding. Students who wish to focus their studies in the liberal arts will find a variety of options for designing a program consistent with their personal and professional interests. Students who bring with them previous academic work may find that with this program they are able to complete their studies in good fashion by combining their work in various fields.

Students interested in pursuing the Liberal Studies major should first contact the chair or a faculty member of the Liberal Studies Department. Following a preliminary consultation, an advisor will be assigned. The advisor and the student will develop a proposal for the specific content and direction of the program. The program of study is subject to the approval of the Liberal Studies Department. Once approved, the program statement will be filed with the Registrar’s office with the standard Declaration of Major form and will become the official statement of the student’s program. Modifications in the approved plan, due to schedule limitations or curricular changes, may be made with the approval of the department chair or advisor.

The Bachelor of Arts degree in Liberal Studies focuses on several general student learning outcomes that are consistent with all of the individualized programs of studies. As specific programs of study are developed for each student, additional student learning outcomes may be specified by a student’s degree program advisor. Upon the completion of the degree, the successful student should be able to:

- Read and write effectively and clearly in a variety of academic formats that demonstrate well developed and connected patterns of thought.
- Listen and speak effectively and clearly in a variety of settings that demonstrate well developed and connected patterns of thought.
- Think critically and apply critical thinking skills in academic learning experience grounded in the liberal arts tradition.
- Create an effective interdisciplinary synthesis between their selected concentrations and required Liberal Studies courses (LBST 210, LBST 350, LBST 250 or 255, LBST 275 or 280 and LBST 498).
- Understand and interpret the themes and issues associated with their areas of concentration.
- Analyze and construct arguments based on evidence and the work and interpretation of other sources.
- Engage in research and critical analysis across disciplines.
All students pursuing this major must take five specific core courses: LBST 210 – The Idea of the University, LBST 250 -- Arts and Ideas of Traditional Cultures or LBST 255 -- Arts and Ideas of the Emerging Modern World (students choose one) LBST 275 -- Argument: Social Thought and Citizenship or LBST 280 -- Argument: Studies in Public Discourse (student choose one), LBST 350 -- Critical Theory and Liberal Studies and LBST 498 Liberal Studies Capstone. Beyond these five courses, students will develop, in consultation with an advisor, a program of study involving two concentrations of four courses (12 semester hours) each or one concentration of eight courses (24 semester hours). Students selecting the two concentration option must complete a minimum of two courses (6 credit hours) in each concentration in the college. Students selecting the one concentration option must complete a minimum of four courses (12 credit hours) in that concentration in the college. During the final term in residence, students will enroll in LBST 498 – Liberal Studies Capstone seminar team taught by members of the faculty over the course of a full semester. During the seminar, the synthesizing essay will be completed.

LIBERAL STUDIES

B.A. Degree

120 Semester Hours

General Education Requirements .......................................................... 39 hours

Major Requirements .............................................................................. 39 hours

Core in Major (15 hours)

- LBST 210 The Idea of the University
- LBST 250 Arts and Ideas of Traditional Cultures
- or LBST 255 Arts and Ideas of the Emerging Modern World
- LBST 275 Argument: Social Thought and Citizenship or
- or LBST 280 Argument: Public Discourse and Citizenship
- LBST 350 Critical Theory and Liberal Studies
- LBST 498 Liberal Studies Capstone

Required Concentrations (24 hours)

In addition to the core course requirements listed above, all Liberal Studies students may in consultation with their advisor develop a program of study in any of the three areas of study listed below. Students may select either two concentrations or the one concentration

A. Concentrations - Students may choose two of the following areas of concentration for the two concentration option (12 hours per concentration) or one area of concentration for the one concentration option (24 hours)

American Studies
Communication Studies
Educational Studies
Historical Studies
Humanities Studies

- Literary Studies
- Religious Studies
- Social-Psychological Studies
- Writing
- Women’s and Gender Studies

B. Individualized Studies – In consultation with an advisor, a student may propose a program of study in a concentration not included in A above. This concentration may be either a 12 hour concentration to be combined with a concentration in A or B or a single 24 hour concentration. (12 or 24 hours)
C. Students may also choose concentrations in Mathematics or Science offered and approved by the College’s Mathematics, Science, and Informatics Department.

**Electives** ............................................................................................................................................. 42 hours

**TOTAL** ............................................................................................................................................ 120 semester hours

**Grade Requirements**

A student seeking a major in liberal studies must maintain an overall cumulative grade point average of 2.5 for all courses (core and concentration courses) required in the major to qualify for graduation. The S/U grading option may not be elected for any required courses in the major.

**MINORS**

**Communication Studies**

**18 Semester Hours**

**Communication Studies Minor Student Learning Outcomes**

The student who completes a minor in Communication Studies will be able to:

1. Describe in detail the human communication process.
2. Describe and explain in detail a model of human communication.
3. Apply that model to various contexts; interpersonal, organizational, working groups depending on which courses they have completed.

Students should select 18 hours from communication courses not counted as general education requirements or as requirements in their major. At least 6 of the 18 hours must be at the 300-400 level and taken at Mercer.

**Historical Studies**

**18 semester hours**

**Historical Studies Minor Student Learning Outcomes**

The student who completes a minor in Historical Studies will be able to:

1. apply historical reasoning to study of study of political, cultural, religious, social, economic, or ideological topics in history
2. explain historical change and continuity.
3. develop a clear argument using recognized historical methods
4. interpret and use primary sources.

Students should select any 18 hours of 200 level or above, including at least 6 hours at the 300 or above level listed in the English or Literature subject area that are not counted as general education requirements or as requirements in their major.

**Literary Studies**

**18 Semester Hours**

**Literary Studies Minor Student Learning Outcomes**

The student who completes the minor in Literary Studies will be able to develop the habits of mind of readers of literature through:

1. Reading (and re-reading) carefully and critically, paying attention to patterns and themes that emerge as well as to the language and form of the work.
2. Formulating questions and responses to what you read.
3. Making connections to other texts and contexts.
4. Asking how various forms of literature, in their historical contexts, reflect and shape the ways we imagine ourselves with others.

Students should select any 18 hours of 200 level or above, including at least 6 hours at the 300 or above level listed in the English subject area that are not counted as general education requirements or as requirements in their major.

Religious Studies

18 Semester Hours

Religious Studies Minor Student Learning Outcomes
The student who completes a minor in Religious Studies will be able to:

1. Compare and contrast different methodological approaches to understanding religion.
2. Demonstrate competency in the critical reading and interpretations of religious texts and representations.
3. Delineate the key features of a religious tradition and discuss how they interact for adherents to that religious tradition.
4. Describe the way in which lived religion as practiced in everyday life affects the social relationship of individuals in either historical or contemporary contexts.
5. Develop written and oral communication skills for the study of diverse religious traditions that demonstrate balanced and unbiased analysis.

Students should select any 18 hours of 200 level or above, including at least 6 hours at the 300 or above level listed in the English subject area that are not counted as general education requirements or as requirements in their major.

Women's and Gender Studies

18 semester hours

Women's and Gender Minor Studies Student Learning Outcomes
The student who completes a minor in Women’s and Gender Studies will be able to:

1. Identify social, cultural, historical, aesthetic, and/or discursive norms regarding gender
2. Recognize manifestations of sex and gender in politics and practice
3. Explain relationships between societal constructions of sex and gender and claims of oppression and marginalization
4. Analyze the consequences of common assumptions about sex, gender, and sexuality
5. Articulate the ways in which perceptions of sexuality empower and/or limit human lives, work, and freedom

Required Courses (6 Hours):

WGST 210 Women, Gender, and Identity
WGST 320 Topics in Women, Gender, and Religion

Select four additional courses, at least one course must be at the 300 level (12 Hours):

COMM 253 Gender Relations
HIST 210 Topics in American History (Topic related to WGST)
HIST 210  Topics in American History (Topic related to WGST)
HIST 220  Topics in European History (Topic related to WGST)
LITR 334  Forms and Figures (Topic related to WGST)
LITR 370  Interdisciplinary Approaches to Literature (Topic related to WGST)
ORGL 215  Women and Leadership
PSFT 305  Crime and Difference
PSYC 371  Psychology of Women
PSYC 373  Psychology of Men
PSYC 388  Human Sexuality

NOTE: Courses counted for the minor cannot be applied to a major or general education requirement.

DEPARTMENT OF MATHEMATICS, SCIENCE, AND INFORMATICS

Colleen P. Stapleton, Chair/Associate Professor
Hani Q. Khoury, Professor
Feng Liu, Kenneth W. Revels, Charles H. Roberts, Michael D. Roty, Zipangani Vokhiwa, and Sabrina L. Walthall, Associate Professors
Vikraman Baskaran, Greg A. Baugher, and Gary W. Blome, Assistant Professors

Mission Statement

The Department of Mathematics, Science, and Informatics is committed to fostering a learning environment in which the teaching of mathematics, science, and informatics at the undergraduate level contributes to the development of student’s skills in critical thinking and problem solving. In this environment, students are encouraged to apply their new analytic and systemic reasoning abilities to practices in their chosen professions. The department offers courses at Mercer’s Regional Academic Centers, on the Cecil B. Day Campus in Atlanta, and online.

The Department offers a Bachelor of Science degree in Informatics with concentrations available in the following tracks: Health Information Technology, Web Development and Human-Computer Interaction, or General Informatics. The Department also offers a minor in Informatics and collaborates with the Public Safety Leadership program to offer another minor in Digital Forensics.

Department Goals

Students will be involved in a learning environment that is structured to allow them access to multiple resources inside and outside of the classroom. The department is committed to fostering a learning environment that will:

• Encourage students to open up to new and positive experiences with mathematics, science, and informatics, and to refine students’ abilities to express themselves precisely, so they may make significant contributions in their workplace, community, and in the world.

• Provide students with the opportunity to reshape their perspectives about mathematics and science, and to emphasize the importance of mathematics, science, and informatics in the world.

• Offer students an undergraduate curriculum in informatics that is based upon a strong liberal arts foundation with emphasis on quantitative and scientific reasoning.
• Require students to demonstrate an understanding of the processes involved in applying mathematics, science, and informatics to problems and opportunities encountered in practical, professional, and social contexts.
• Enable students to express mathematical, scientific, and informatics reasoning in meaningful ways, clearly conveying relevant ideas and concepts.
• Support faculty development through the scholarship of teaching and learning.
• Respond to changes in K-12 curriculum in the State of Georgia.

INFORMATICS

Feng Liu, Program Coordinator/Associate Professor
Hani Q. Khoury, Professor
Kenneth W. Revels and Michael D. Roty, Associate Professors
Vikraman Baskaran, Greg A. Baugher, and Gary W. Blome, Assistant Professors

Mission Statement

The Bachelor of Science in Informatics offers students the opportunity to study how information is effectively processed within the context of various academic disciplines and practical vocations. The major includes a common core of 42 hours plus one of the three alternative tracks with 9 hours each. These tracks are Health Information Technology, Web Development and Human-Computer Interaction, and General Informatics. Students who complete this program will acquire a liberal arts education consistent with the goals and traditions of Mercer University, as well as solid preparation for a career in the increasingly vital discipline of informatics.

Student Learning Outcomes

Informatics Program:
• Identify the theory of informatics.
• Identify the practice of informatics.
• Apply data structures and algorithms to solve informatics problems.
• Create software designs that relate to relevant areas of the curriculum.

Track A (Health Information Technology):
• Make decisions relevant to the health professions.
• Employ techniques useful in the management of medical data.
• Communicate effectively to implement technical knowledge.

Track B (Web Development and Human-Computer Interaction):
• Employ user-centered system interface design principles.
• Develop platform independent informatics applications.
• Analyze human-computer interactions to create optimally usable software packages.

Track C (General Informatics):
• Employ informatics operations using computer technology.
• Apply basic informatics principles in a variety of disciplines.
• Demonstrate interdisciplinary perspective embracing different aspects of the university curriculum.
**Informatics**

**B.S. Degree**

**120 Semester Hours**

**General Education Requirements**: 39 hours

**Major Core**: 42 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INFM 110</td>
<td>Introduction to Informatics</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Topics in Discrete Mathematics</td>
</tr>
<tr>
<td>INFM 235</td>
<td>Digital Logic and Programming</td>
</tr>
<tr>
<td>INFM 210</td>
<td>Programming Concepts for Informatics</td>
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<tr>
<td>INFM 212</td>
<td>Web Development</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Applied Statistical Methods</td>
</tr>
<tr>
<td>INFM 310</td>
<td>Advanced Programming Concepts</td>
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<tr>
<td>INFM 312</td>
<td>Database Design and Data Processing</td>
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<tr>
<td>INFM 331</td>
<td>Decision Theory</td>
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<tr>
<td>INFM 350</td>
<td>Digital Networks</td>
</tr>
<tr>
<td>INFM 355</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>INFM 372</td>
<td>Human-Computer Interaction and Usability Study</td>
</tr>
<tr>
<td>INFM 405</td>
<td>Research Methods and Project Planning/Management</td>
</tr>
<tr>
<td>INFM 498</td>
<td>Informatics Capstone</td>
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</tbody>
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**Informatics Electives: (choose 9 credit hours)**

- **Track A**: For a Health Information Technology Track, students must select INFM 205, 225, and 335.
- **Track B**: For a Human-Computer Interaction Track, students must select INFM 202, 322, and 332.
- **Track C**: For a General Informatics Track, students must select any three courses.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INFM 202</td>
<td>Graphics and Interface Design</td>
</tr>
<tr>
<td>INFM 205</td>
<td>Survey of Health Informatics</td>
</tr>
<tr>
<td>INFM 225</td>
<td>Health Informatics Standardization</td>
</tr>
<tr>
<td>INFM 301</td>
<td>Issues in Technology Management</td>
</tr>
<tr>
<td>INFM 321</td>
<td>Technology and Culture</td>
</tr>
<tr>
<td>INFM 322</td>
<td>Introduction to Multimedia and Web Design Tools</td>
</tr>
<tr>
<td>INFM 332</td>
<td>Client-Server Development</td>
</tr>
<tr>
<td>INFM 335</td>
<td>Basic Biostatistics, Health Data Processing, and Literature Evaluation</td>
</tr>
<tr>
<td>INFM 390</td>
<td>Special Topics in Informatics</td>
</tr>
<tr>
<td>INFM 395</td>
<td>Directed Study in Informatics</td>
</tr>
</tbody>
</table>

**Electives**: 30 hours

**TOTAL**: 120 hours

*All Informatics majors must complete MATH 130 to fulfill degree requirements.

**All Informatics majors in the Health Information Technology track must complete SCIE 230 to fulfill degree requirements.

***All Informatics majors in the Web Development and Human-Computer Interaction track must complete PSYC 111 to fulfill degree requirements.
Minor in Digital Forensics

18 Semester Hours

Digital Forensics Minor Student Learning Outcomes

Students completing a minor in Digital Forensics will be able to:

1. Define the discipline of Digital Forensics and contextually relate it to their major field of study.
2. Describe techniques and procedures required to investigate, secure, and document digital evidence related to criminal activity.

CRJS 375 Criminal Investigation
CRJS/INSY 391 Computer Privacy, Ethics, Crime, and Society
INFM 210 Programming Concepts for Informatics
INFM 235 Digital Logic and Programming
DGTF 390 Digital Forensics I
DGTF 490 Digital Forensics II

Minor in Informatics:

18 Semester Hours

INFM 110 Introduction to Informatics
INFM 322 Introduction to Multimedia and Web Design Tools
Four additional courses in INFM/INSY at the 200 level or above.
At least 6 credit hours must be 300-400 level and taken at Mercer.

Students completing a minor in Informatics will be able to: (1) Define the discipline of Informatics and contextually relate it to their major field of study. (2) Describe and employ techniques available for the acquisition, storage, and processing of data in their major discipline. (3) Define information within their major disciplinary context and demonstrate how it may be created and transmitted by processing discipline-relevant data.

Bridge Courses for International Students

Michael D. Roty, International Student Advisor/Associate Professor of Mathematics

Bridge courses at Mercer University are credit bearing and assist international students in further developing the mathematics, communication, and written skills needed for university-level course work. Classes are offered on the Atlanta Campus through Penfield College of Mercer University. Undergraduate students who are accepted conditionally into a Mercer degree program or a prospective graduate student who needs additional language instruction can take transition courses. Students must complete all of the following requirements:

1) Assessment of mathematics proficiency is accomplished through use of an online assessment tool to determine the level of functional knowledge in algebra and pre-calculus, including analytic trigonometry. Based on the results of the proficiency assessment exams, students may be exempt from taking one or more of the following courses:
   • MATH 120 Intermediate Algebraic Procedures for Problem-Solving
   • MATH 130 Topics in Precalculus
   • MATH 150 Analytic Trigonometry *

*Exemption may apply for certain majors.
For additional information, please contact the International Student advisor through the Office of the Dean (678) 547-6028.

2) Students must also complete the following courses:
   - UNIV 110  The Culture of the University
   - FDLS 130  Language and Communication *
   - ENGL 100  Critical Thinking, Reading, and Writing
   - COMM 171  Introduction to Public Speaking

*Students enrolled in FDLS 130 must receive a grade of C or higher in order to register for LBST 175 and LBST 180.

Bridge courses are taught by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

Additionally, students gain an appreciation for flexible and creative scheduling of courses allowing them to develop a stronger presence at Mercer University. Therefore, students will benefit from engaging native speakers of the English language in both the academic and popular cultures.

Additional requirements may apply as determined by individual colleges/schools at Mercer University.

COURSES OF INSTRUCTION

ART AND ART HISTORY (ARTH)

ARTH 101. Art Appreciation  (3 hours)
Students in ARTH 101 will explore, question, analyze, and interpret works of art as they engage and study work of various artistic periods arising from a variety of cultures, and develop a general knowledge of the historical periods and events pertinent to the study.  (Every year in at least one location)

BIOLOGY (BIOL)

BIOL 101. Introduction to Biology and Evolution  (3 hours)
Prerequisite: SCIE100.
Students will analyze biological function at the molecular level. The course will particularly emphasize and cover structure and regulation of genes, as well as the structure and synthesis of proteins. Students will discuss how these molecules are integrated into cells and how these cells are integrated into multicellular systems and organisms. The scientific concept of evolution will also be explored, specifically the development of evolutionary thought and the role of natural selection in evolution. Students will generate, collect, analyze and interpret data as part of their integrated lecture/lab experience. Laboratory fee. (Each year in at least one physical location or online)

BIOL 105. Life Forms and Functions  (3 hours)
Prerequisite: SCIE100.
Students will study an overview of organismal development in form and function of living things over more than 3.5 billion years of evolutionary time. Major topics include: key characteristics of life and the major taxonomic groups belonging to six recognized kingdoms; adaptations required for specific modes of living, and the new opportunities for speciation and diversification that these processes yielded; and an examination of the dynamic relationship between various biological forms and their functions. An integrated
COMMUNICATION (COMM)

COMM 104. Understanding Theatre (3 hours)
Students will study the characteristics and practices of the theatre from the perspective of our experience of theatre as audiences engaged with a cultural, dynamic cultural art form. Students will practice “close reading” by examining and contextualizing selected plays/productions. (Every year in at least one location)

COMM 171. Introduction to Public Speaking (3 hours)
Students will study and practice the basic strategies and skills necessary for preparing and delivering effective oral presentations applicable to a variety of contexts and relevant to career development and responsible citizenship. Major emphasis will be placed on topic selection, audience analysis, message organization, language and argument development, and delivery skills. Students will also learn to be critical consumers of public oral discourse through the study and practice of effective listening, basic argument construction, and basic rhetorical criticism. (Every semester in at least one location)

COMM 205. Understanding Cinema (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study the characteristics and practices of cinema as an international language from the perspective of our experience of film as audiences engaged with a dynamic cultural art form. Students will practice “close reading” by examining and contextualizing selected films from around the world. (Every two years in at least one location)

COMM 240. Popular Cultural Forms and Society (3 hours)
(Cross-listed as SOCI 240)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.
An analysis and interpretation of popular forms of culture and communication. Emphasis will be placed on understanding the ways that everyday behavior and artifacts are imbued with cultural meanings that transcend functional purpose. Case studies will vary but special attention may be paid to such topics as fashion, popular music, Hollywood movies, and popular genres of literature (science fiction, mystery, or romance). (Every two years in at least one location)

COMM 251. Communication and Society (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will examine the role that communication has played in the transformation of society. Beginning with the work of Walter Ong, students will trace the impacts of oral, written, print, and electronic technologies on ancient, medieval, and modern society. This history is used to suggest how contemporary technologies will change the ways in which we organize ourselves and communicate. (Every two years in at least one location)

COMM 253. Gender Relations (3 hours)
(Cross-listed as SOCI 253)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.
Students will study the relationships between males and females, examining the ways in which gender relationships both reflect cultural views of gender (roles and stereotypes) and shape individual gender identities and behaviors in particular social contexts (families, schools, media, the workplace, and other institutions). (Every two years in at least one location)
COMM 255. Virtual Working Group Communication  (3 hours)
Prerequisites: INSY 102, LBST 175, LBST 180, or equivalent.
Students will demonstrate an ability to work cooperatively in group settings without face to face contact. Students will demonstrate an understanding of the pitfalls that can hinder group process and an ability to work with various tools that facilitate remote group performance. (Every two years online)

COMM 260. Interpersonal Communication  (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
The study of the theory and skills relevant to interpersonal communication. Major emphasis will be given to the development and deterioration of interpersonal relationships and the role that communication plays in these processes. The course investigates verbal and nonverbal communication, perception, and personal disposition toward communication in the interpersonal context. (Every two years in at least one location)

COMM 265. Working Group Communication  (3 hours)
Prerequisites: COMM 171; LBST 175, 180 or equivalent.
Students will examine the formation and development of groups in the workplace or community. Particular emphasis is given to communication as the process by which group performance can be either enhanced or inhibited. Attention is given to group formation, composition, and development. The establishment of roles, norms, and conflict will be explored, with special attention given to group leadership and group presentations. (Every two years in at least one location)

COMM 270. Communication for Business and the Professions  (3 hours)
Prerequisites: COMM 171; LBST 175, 180 or equivalent.
Students will be introduced to the various forms and types of communication used by modern organizations. Written and oral communication theory will suggest strategies appropriate for effective communication in business and professional settings (report and memorandum/letter writing, interviewing, group decision-making and presentations). Students will be given a combination of lectures and projects that will ultimately take the form of a final report and presentation. (Every year in at least one location)

COMM 309. Communication and Information Theory  (3 hours)
Prerequisites: COMM 171; LBST 175, 180 or equivalent.
A survey of literature that forms the theoretical basis for understanding human and machine communication. Students will study communication theories which are relevant to understanding information exchange (both verbal and nonverbal) and relational communication in a range of contexts. (Every two years in at least one location)

COMM 320. Advanced Interpersonal Communication  (3 hours)
Prerequisites: COMM 171 or consent of program coordinator; LBST 175, 180 or equivalent.
A study of the theories of interpersonal communication with an emphasis on the application of relevant principles to our everyday life. Students will study transactional communication as learned, patterned and contextual, and as multifunctional and multi-channeled behavior. Major emphasis will be placed on how modern communication technology is changing traditional patterns of interaction. (Every two years in at least one location)

COMM 325. Nonverbal Communication  (3 hours)
Prerequisites: COMM 171, LBST 175, LBST 180 or equivalent.
Students will develop an understanding of the role and importance of nonverbal communication in social interaction. They will learn and apply methods of understanding nonverbal communication to various social situations. (Every two years in at least one location)

COMM 330. Elements of Persuasion  (3 hours)  
Prerequisites: COMM 171; LBST 175, 180 or equivalent.  
Students will study persuasive strategies, goals, and effects within interpersonal, group decision-making, political, commercial, and mass communication contexts. Emphasis is on critical analysis of political and advertising campaigns and appeals, as well as the impact of new communications technologies on persuasion. Students will learn to be responsible, critical consumers and ethical practitioners of persuasion. (Every two years in at least one location)

COMM 340. Public Relations  (3 hours)  
Prerequisites: LBST 175, 180 or equivalent.  
Students will examine communication theories and techniques of message preparation necessary to support effective organizational promotion to advance short- and long-term organizational goals. Special emphasis will be placed on the effectiveness of existing campaigns, as well as developing strategies for future organizational promotional campaigns, including those that respond to crisis situations. (Every two years in at least one location)

COMM 345. Mass Media and Society  (3 hours)  
(Cross-listed as SOCI 345)  
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.  
Students will critically analyze the impacts and effects of mass media on contemporary society. Special attention will be given to the impact of media on social roles and relationships. (Every two years in at least one location)

COMM 350. Organizational Communication  (3 hours)  
Prerequisites: LBST 175, 180 or equivalent.  
A focus on communication theory, strategies and skills in modern organizations. Emphasis is on examining organizational climate and culture, communication process and flow in organizations, intra-organizational conflict, types of leadership and group decision-making, and the implementation of change within the organization. Students will conduct a detailed analysis of an existing organization. (Every year in at least one location)

COMM 359. Instructional Communication  (3 hours)  
Prerequisites: COMM 171, LBST 175, LBST 180 or equivalent.  
Students will be able to demonstrate an understanding of the dominant theories of Instructional Communication. They will be able to describe the process through which the theories have been developed and tested and the ways in which they can be applied to their professional experience. (Every two years in at least one location)

COMM 370. Intercultural Communication  (3 hours)  
Prerequisites: LBST 175, 180 or equivalent.  
A cross-disciplinary study of communication issues which arise when cultures come into contact with each other. Conducted as a seminar, the specific area to be covered is the mechanism through which cultures exchange with each other. Students will investigate ways in which communication facilitates cultural contact and ways in which it inhibits contact. Cultural differences in communication style and content will be analyzed. (Every two years in at least one location)
COMM 390. Special Topics in Communication (1-3 hours)
Prerequisites: consent of advisor; LBST 175, 180 or equivalent.
Students will study some significant topic in communication which is not available through other program offerings. A maximum of 6 credit hours in English or Communication special topics may be selected by students seeking a Communication concentration. (As needed)

COMM 395. Independent Directed Study (1-3 hours)
in Communication
Prerequisite: consent of advisor.
Students will study an area or subject not normally found in established courses, or a special study that allows the student to explore in greater detail a topic raised in established Communication courses. (Occasionally)

COMM 450. Textual Criticism: Common Sense and Critical Theory (3 hours)
Approaches to Interpretation
(Cross-listed as LBST 450)
Prerequisites: LBST 175, 180 or equivalent, Senior Status
Through a survey of contemporary approaches to the interpretation of texts, students will recognize
the use of the major "commonsense" critical approaches (the Literary, Historical and Rhetorical) and understand the shift to Critical Theory ("deconstructive") criticism. Students will see how semiotics provides the background to contemporary myth, value, ideological, and psychoanalytic approaches and will use these their methods to interpret a range of human texts. The course is intended to provide an integrated evaluation of methodological issues that have arisen in the interpretation of texts in other communication and general education courses. (Every year in at least one location)

COMM 475. Communication Internship (3-9 hours)
Prerequisites: senior status and consent of advisor.
The internship program is designed to provide the student with an opportunity to apply academic training in practical communication settings. Requests for internships must be made in advance and approved by the Communication Program Coordinator. Communication internships are available only to students with communication concentrations. A maximum of 3 credit hours may be applied to the concentration. An additional 6 credit hours of internship may be counted as other electives. Note: Grade of Satisfactory or Unsatisfactory. Special Fee. (As needed)

CRIMINAL JUSTICE (CRJS)

CRJS 260. Introduction to Criminal Justice (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will be provided an overview and analysis of the major components of the criminal justice system. Criminal law, law enforcement, the judicial and correctional processes, and probation and parole will be examined. The historical basis for the United States’ criminal justice system, as well as emerging trends in the concept and practices of the criminal justice profession will be studied. In addition, students will examine the implication of these topics to criminal justice and foster critical thinking skills during the formulation of recommendations regarding each issue. Career opportunities in the field of criminal justice will be emphasized. (Every two years in at least one location, every year online)

CRJS 305. Community Policing (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will learn about the philosophy of community policing as it permeates the entire police department. Students will pay particular attention to: community policing as an organizational strategy, problem-solving approaches within community and problem oriented policing, and comparing community policing philosophies with reactive and proactive policing. (Every two years in at least one location, every year online)

**CRJS 325. Criminal Law**
Prerequisites: LBST 175, 180 or equivalent.
Students in this course will examine substantive criminal law in the courts of the United States, emphasizing law, defense, evidence, and criminal responsibility. Included is a study of the essential elements that constitute criminal offenses by state and federal statutes. There is also a survey of crimes and procedures for social control, general principles of excuses and defenses, and an examination of all major felony crimes. Emphasis is on the substantive area of law. (Every two years in at least one location, once a year online)

**CRJS 330. Criminal Procedure**
Prerequisites: LBST 175, 180 or equivalent.
Students in this course will explore the Bill of Rights, especially the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments, as they relate to public safety and law enforcement. Emphasis is on the evolution of constitutional criminal procedure through the development of case law and resulting selected state and federal statutes and court decisions governing the admissibility of evidence. Evidence and its admissibility will be reviewed in light of procedural considerations affecting arrests, searches, and seizures. Procedural concepts of arrest search and seizure are also discussed. (Every two years in at least one location, every year online)

**CRJS 350. Theoretical Forensic Criminalistics**
Prerequisite: consent of program coordinator.
Theoretical Forensic Criminalistics examines the role of science in the criminal justice system. The course will provide instruction and knowledge regarding forensic criminalistics including physical evidence; organic and inorganic analysis; hairs, fibers and paint; forensic toxicology, arson and explosives; serology and DNA; fingerprints, firearms and other impressions; document and voice examination. This course must be taken concurrently with SCIE 250 Applied Forensic Criminalistics. (Every two years in at least one location, every year online)

**CRJS 359. The Judicial Process**
Prerequisites: LBST 175, 180 or equivalent.
Students will study criminal procedure, case analysis, and the mechanics of the municipal, state, and federal judicial systems. The interaction of criminal law, judicial decision-making, and the administration of justice will be emphasized. (Every two years in at least one location, every year online)

**CRJS 360. Criminology**
Prerequisites: LBST 175, 180 or equivalent.
Criminology is an analysis of the major theories of criminal behavior, the nature and types of crime, and the relationship between crime and society. Emphasis will be placed on the scientific approach to studying the criminal offender. (Every two years in at least one location, every year online)

**CRJS 361. Criminal Offender**
Prerequisites: LBST 175, 180 or equivalent.
Students will study in detail the dominant characteristics of criminal offenders defined by the interdisciplinary research and theory on criminal behavior. Emphasis will be placed on violent, property, and white collar offender profiles, including their demographic, social, psychological, class, and cultural elements. (Every two years online only)

CRJS 362. Issues in Juvenile Delinquency (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study the nature and extent of juvenile delinquency in contemporary society. Emphasis will be placed on theories of causation of delinquency as well as current and future delinquency trends. The history, organization, and theories related to juvenile gang activity will be explored. Special emphasis will be placed on the Georgia Juvenile Court Code. (Every two years online only)

CRJS 365. Alternatives to Incarceration (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will explore alternatives to prison. The history, organization, and effectiveness of diversion centers, work release programs, fines, electronic monitoring, house arrest, probation, and parole will be studied. Future trends will be addressed. (Every two years online only)

CRJS 366. The Correctional Process (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will encounter a thorough examination of the correctional system in the United States. The history, analysis, and evaluation of jails and prisons will be covered. Current practices of punishment, treatment, and reform will be examined. Attention will be given to the practical, legal, and theoretical issues affecting correctional agendas. Future trends will be addressed. (Every year online only)

CRJS 368. Victimology (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study victims of violent, property, and white collar crime. Victim typology, prevention of victimization, and victim treatment are studied. The effects of Victimology on family and acquaintances are examined. (Every two years in at least one location, every year online)

CRJS 375. Criminal Investigation (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study the practical and scientific methods of crime detection in law enforcement. Emphasis will be placed on special techniques employed in particular kinds of criminal investigation and the legal principles that apply to criminal evidence. (Every two years online only)

CRJS 380. Forensic Behavior (3 hours)
(Cross-listed as PSYC 380)
Prerequisites: LBST 175, 180 or equivalent; PSYC 360.
Students will examine the aspects of human behavior directly related to the legal process and testimony, jury decision making, and criminal behavior. The professional practice of psychology within or in consultation with a legal system will be examined. Profiling, insanity and competency, risk assessment, discrimination, and interrogation and confessions will be emphasized. (Every two years in at least one location, every year online)

CRJS 390. Special Topics in Criminal Justice (1-3 hours)
Prerequisites: LBST 175, 180 or equivalent.
A significant topic in criminal justice which is not available through other program offerings will be studied in the classroom setting. (Every two years in at least one location, every year online)

**CRJS 391. Computer Privacy, Ethics, Crime, and Society (3 hours)**
(Cross-listed as INSY 391)
Prerequisites: INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.
Students will examine the real and potential cyber threats faced by both organizations and individuals who are targeted by computer criminals, vandals, and hackers. Topics include a survey of “digital ethics,” examination of computer resources and technologies available to law enforcement personnel, and criminal computer activities. (Every two years in at least one location, every year online)

**CRJS 395. Independent Study in Criminal Justice (1-3 hours)**
Prerequisites: consent of advisor; LBST 175, 180 or equivalent.
Students will study an area or subject not normally found in established courses. It may also allow the student to explore in greater detail a topic raised in established criminal justice courses. (As needed)

**CRJS 401. Issues in Interpersonal Violence (3 hours)**
Prerequisites: LBST 175, 180 or equivalent.
Students will study in detail the dominant characteristics of violent criminal offenders defined by the interdisciplinary research and theory on violent offenders. Emphasis will be placed on murder, mass murder, spree murder, serial murder, aggravated assault, rape, child abuse, and elder abuse. (Every year online only)

**CRJS 470. Field Experience (3-6 hours)**
Prerequisites: LBST 175, 180 or equivalent; junior status, advance request and approval of both program coordinator and advisor.
Criminal Justice Field Experience is designed to provide the student with an opportunity to apply academic training in practical criminal justice settings. Field experience will be jointly supervised by college staff and officials of the participating agency. Criminal justice field experience is open only to public safety leadership majors. Note: grade of satisfactory or unsatisfactory. Special fee. (Every year online only)

**CRJS 471. Field Experience (3-6 hours)**
Prerequisites: CRJS 470; LBST 175, 180 or equivalent.
This course is designed to provide students with opportunities to continue using the skills and knowledge developed in CRJS 470. See the CRJS 470 course description for requirements. (As needed)

**DIGITAL FORENSICS (DGTF)**

**DGTF 390. Digital Forensics I (3 hours)**
Prerequisites: CRJS 375; CRJS/INSY 391; INFM 210; LBST 175, 180 or equivalent.
Students will study procedures required to properly discover and secure digital evidence related to criminal activity. Preliminary investigative procedures and crime scene protocols will be given particular emphasis. Laboratory fee. (As needed)

**DGTF 490. Digital Forensics II (3 hours)**
Prerequisites: DGTF 390; LBST 175, 180 or equivalent.
Students will study tools and techniques useful in the full recovery and documentation of digital evidence after its discovery and seizure. Laboratory fee. (As needed)
ENGLISH (ENGL)

ENGL 100. Critical Thinking, Reading, and Writing (3 hours)
Students will explore the relationship among oral language, reading comprehension, and writing processes. Students will be taught how to deal with print and oral language phonetically, syntactically, semantically, analytically, and interpretatively. This course is especially recommended for international students. (Every year in at least one location)

ENGL 300. Advanced Essay Writing (3 hours)
Prerequisites: LBST 175, 180, or equivalent.
Students will develop their ability to read, interpret, and write essays, and build upon the capacities already acquired. The workshop design uses consistent and focused practice to foster improved student reading and writing; helps individual students recognize, learn, and practice habits that improve writing; and engages student interest through a variety of projects. (Every year in at least one location)

ENGL 323. History and Structure of the English Language (3 hours)
Prerequisites: LBST 175, 180, or equivalent.
The history and structure of modern British and American English is traced from Indo-European beginnings through the Anglo-Saxon, Medieval, and Modern period. Emphasis will be placed on present trends in linguistic study. (Every year in at least one location)

ENGL 390. Special Topics in English (1-3 hours)
Prerequisites: Consent of advisor; LBST 175, 180 or equivalent.
A study of some significant topic in literature which is not available through other program offerings. A maximum of 6 credit hours in English or Communication special topics may be selected by students seeking a concentration in communication or English. (As needed)

ENGL 395. Independent Study in English (1-3 hours)
Prerequisite: Consent of Advisor.
A study in an area or subject not normally found in established courses, or a special study that allows the student to explore in greater detail a topic raised in established English courses. (As needed)

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 210. Physical Aspects of the Environment (3 hours)
Prerequisite: SCIE 100.
Natural and human-induced changes in Earth’s atmosphere, hydrosphere and geosphere will be studied through lab experiments, field observations, and/or scientific analyses of physical and chemical parameters of these systems. Students will interpret data to determine how changes may be produced by natural events, such as earthquakes or floods, and human activity, such as mining or farming, and how changes may be mitigated or resources sustained. Integrated lecture/laboratory. Laboratory fee. (Every year in at least one location or online)

ENVS 215. Environmental Impacts and Living Systems (3 hours)
Prerequisite: SCIE 100.
Students will examine how human activities have changed many of the earth’s life forms and ecosystems. An interdisciplinary approach including biological conservation, preservation, and protection, ecology, resource use, and environmental sustainability will be used to investigate changes to organisms and ecosystems. In case studies from around the world, consequences to living systems associated with such phenomena as deforestation, pollution, and over-exploitation of natural resources will be studied.
Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

**ENVS 390. Topics in Environmental Sustainability** (3 hours)
Prerequisites: SCIE 100 or equivalent; MATH 120 or equivalent. Recommended: ENVS 210 or ENVS 215.
Students will study some significant topic within the interdisciplinary field of environmental science, which is not available through other program offerings, with an emphasis on issues of sustainability. Laboratory fee. (As needed)

**FOUNDATIONS FOR LIBERAL STUDIES (FDLS)**

**FDLS 115. Introductory Algebraic Procedures for Problem-Solving** (3 hours)
As a result of this course, students will develop basic algebra concepts and skills as well as positive attitudes towards mathematics while engaging in activities to enhance their foundation of mathematical thinking and problem-solving. Pre-algebra topics such as operations with integers, fractions, decimals, and percents will be reviewed and applied. In addition, students will simplify variable and numeric expressions, solve various types of linear equations, and apply laws of exponents to perform operations with polynomials. (Every Fall and Spring semester in at least one location)

**FDLS 130. Language and Communication** (3 hours)
This seminar will assist participants in developing foundational writing methods and interpretation skills needed for academic writing in the arts and sciences. Specific emphasis will be placed on reviewing writing and reading skills previously acquired and attention will be given to the development of college level expertise in using appropriate grammar, syntax, writing styles, and publication manuals. Students will preview and practice the various forms of writing and reading that will be encountered as an adult pursues a college degree. (Every semester in at least one location)

**HISTORY (HIST)**

**HIST 101. Civilization of the Western World I** (3 hours)
Students will learn the major historical developments of the civilizations of the ancient Near East and Mediterranean World. On this foundation, students will be able to articulate from a more extended survey the rise of civilization in Western Europe through the period of the Reformation. As a result, student will describe the major social, intellectual, religious, and institutional development of these historical periods. (Occasionally)

**HIST 102. Civilization of the Western World II** (3 hours)
Students will learn the Civilization of the Western World II as an introductory survey of major historical trends beginning with the 17th century and continuing to modern times. Students will be able to narrate the major political, economic, social, and cultural movements in Europe and how those developments affected non-Western areas through intercultural contacts and the establishment of the colonial system. (Occasionally)

**HIST 200. Topics in World History** (3 hours)
Prerequisites: LBST 175, 180 or equivalent. Students will be able to analyze and interpret one or more significant political, cultural, religious, social, economic, or ideological topics in World history. As a 200 level course, this course can serve as an introduction to undergraduate study in World history. (Every two years in at least one location)
HIST 201. The United States from Colonization to 1877 (3 hours)
Students will learn the history of The United States from Colonization to 1877 as an introductory survey of major trends and events. Students will analyze the continuing struggle in U.S. history to deal with the inherent tensions between unity and diversity, chaos and order, liberty and structure. (Every year in at least one location)

HIST 202. The United States from 1877 to the Present (3 hours)
The United States from 1877 to the Present course is an introductory survey of the major trends and events in the United States from Reconstruction to the present. Particular attention is placed on the continuing struggle in U.S. history to deal with the inherent tensions between unity and diversity, chaos and order, liberty, and structure. (Every year in at least one location)

HIST 210. Topics in American History (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in American history. As a 200 level course, this course can serve as an introduction to undergraduate study in American history. (Every year in at least one location)

HIST 220. Topics in European History (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in European history. As a 200 level course, this course can serve as an introduction to undergraduate study in European history. (Every year in at least one location)

HIST 366. The Civil War and Reconstruction (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will learn the issues associated with the political, cultural, religious, social, economic, or ideological upheaval that surrounded the Civil War and Reconstruction in the United States. As a 300 level course, this course can serve as a step toward further work in the study of history at the undergraduate level and as a precursor to graduate work going forward. (Occasionally)

HIST 367. The South after Reconstruction (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will learn the issues associated with the political, cultural, religious, social, economic, or ideological upheaval that surrounded the American South since Reconstruction. As a 300 level course, this course can serve as a step toward further work in the study of history at the undergraduate level and as a precursor to graduate work going forward. (Occasionally)

HIST 368. Georgia History (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will learn the issues associated with the political, cultural, religious, social, economic, or ideological development of the State of Georgia as an individual entity and as part of the United States. As a 300 level course, this course can serve as a step toward further work in the study of history at the undergraduate level and as a precursor to graduate work going forward. (Every year in at least one location)

HIST 390. Special Topics in History (1-3 hours)
Prerequisite: consent of program coordinator.
Special Topics in History is a study of some significant topic in history which is not available through other standard program offerings. (As needed)
HIST 410. Advanced Topics in American History  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; one history course.
Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in American history. This course meets with HIST 210, and it will have additional reading and discussion component and will require a substantive research paper. (Students who have completed HIST 210 may enroll in HIST 410 only when a different topic is addressed.) (As needed)

HIST 420. Advanced Topics in European History  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; one history course.
Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in European history. This course meets with HIST 210, and it will have additional reading and discussion component and will require a substantive research paper. (Students who have completed HIST 220 may enroll in HIST 420 only when a different topic is addressed.) (As needed)

INFORMATICS (INFM)

INFM 110. Introduction to Informatics  (3 hours)
Prerequisite: Ability to use personal productivity software
Students will complete a brief survey of intellectual and technological history using the perspectives of data creation and information processing. This survey will define informatics, outline its development, and examine the conceptual and technological preconditions necessary for its appearance as a meaningful and practical intellectual construct. Topics considered include the roles of language and mathematics in defining our environment, the logical foundations of computing architecture, and the technologies that made modern computing possible. Students will also monitor current developments in the field and relate these to their current and future professional activities. Transfer credit will not be accepted for this course. (Every semester in at least one location or online)

INFM 202. Graphics and Interface Design  (3 hours)
Prerequisite: INSY 102 or equivalent.
This course provides an opportunity to develop knowledge and skills required for manipulation of vector and pixel based graphics. It introduces image processing concepts and methods for optimizing the use of graphics and other multimedia components in web applications. As one of the key steps in the production cycle for web design, a prototype will be introduced and completed in high fidelity detail using software tools. Laboratory fee. (Every year in at least one location or online)

INFM 205. Survey of Health Informatics  (3 hours)
Prerequisites: None
This course will lay the foundation of how information technology is applied to healthcare. A survey of various concepts including evidence-based medicine, Electronic Health Record, Electronic Medical Record, Personal Health Record, eHealth, and health information exchange will be conducted. Specific focus will be on evidence-based medicine, data standards, health information system architecture, patient safety and health information privacy, security and ethics, electronic prescribing, the Telemedicine and Picture Archiving and Communication System, and quality improvement strategies. (Every year in at least one location or online)

INFM 210. Programming Concepts for Informatics  (3 hours)
Prerequisites: INFM 110; INFM 235; MATH 225.
An introduction to programming language concepts for problem solving, this course introduces the syntax and semantics of several programming languages. Topics include: input/output, variables and data types, expressions and operators, regular expressions, conditional statements, iteration statements, design I (pseudo code), object models, design II (stepwise refinement), functions, and arrays. Laboratory fee. (Every year in at least one location or online)

INFM 212. Web Development (3 hours)
Prerequisite: INFM 210.
This course provides an introduction to design and development of applications for the World Wide Web, emphasizing client-side programming with an introduction to server-side programming, including an introduction to the main ideas and tools involved in designing and developing web-based applications. Students will learn to design, build, and publish web applications with special emphasis on hand coding. Laboratory fee. (Every year in at least one location or online)

INFM 225. Health Informatics Standardization (3 hours)
Prerequisite: INFM 210.
This course provides an overview of information and resource sharing technology in the modern public health system, including an introduction to different standards used in the Public Health Information Network and resources available for public health research and data sharing. Emphasis will be placed on the structure and computerization of Electronic Medical Records (EMR) with common standards. Laboratory fee. (Every year in at least one location or online)

INFM 235. Digital Logic and Programming (3 hours)
Prerequisites: INFM 110, MATH 130, MATH 225 or equivalent.
Building on principles mastered in INFM 110 and MATH 225, students will continue to explore the relationships among digital logic, computer architecture, and programming. Using pseudocode, students will employ structured programming techniques to create computer-based decision processes and explore logical approaches to storage, manipulation, and presentation of data to support those processes. Because course material is not specific to any one programming language, students will be able to employ a variety of available programming languages to demonstrate programming principles. (Every year in at least one location or online)

INFM 301. Issues in Technology Management (3 hours)
Prerequisites: INSY 102 or INFM 110; LBST 175, 180 or equivalent.
Students will examine the impact of computer-based information technology and informatics on both individuals and the organizations in which they work. Various approaches to the direction, planning, and management of computerized information technology will be considered. Students will assess the effect of information technology and informatics on the quality of their personal lives, as well as on their productivity within an organizational context. (As needed)

INFM 310. Advanced Programming Concepts (3 hours)
Prerequisites: INFM 210; MATH 220.
An introduction to Object-Oriented programming language concepts for problem solving, this course focuses on developing and implementing problem solutions using algorithms. Topics include principles of an algorithm, data structures, and abstract data types. Laboratory fee. (Every year in at least one location or online)

INFM 312. Data Base Design and Data Processing (3 hours)
Prerequisite: INFM 310.
An introduction to database design principles that underlie the relational model of data and a consideration of their links to problem-solving and programming logic. Topics include formal query languages, SQL, query optimization, relational database design theory, data mining, and an introduction to visual tools for building database applications. Laboratory fee. (Every year in at least one location or online)

**INFM 321. Technology and Culture (3 hours)**
Prerequisites: INSY 102 or INFM 110; LBST 175, 180 or equivalent.
This course examines the relationships between culture and technology while emphasizing the impact of information. Students will be exposed to a variety of perspectives and encouraged to think independently about the “Information Age” while applying humanistic principles embodied in the course curriculum to technical aspects of data processing, information delivery, and informatics. (As needed)

**INFM 322. Introduction to Multimedia and Web Design Tools (3 hours)**
Prerequisites: INSY 102 or equivalent; LBST 175, 180 or equivalent.
This course introduces basic concepts of multimedia presentation and website design, including use of presentational graphics programs and web design tools as well as an overview of web design processes. Students will use both basic and professional web design tools for text, graphics, webpage layout, website structure and website publishing. Laboratory fee. (Every year in at least one location or online)

**INFM 331. Decision Theory (3 hours)**
Prerequisites: INFM 110, 210, 312; PSYC 111; LBST 175, 180 or equivalent
Students will examine the impact of computerized information systems and modern database applications on individual and organizational decision-making processes. Decision-making will be examined from various classical theoretical and psychological perspectives and students will develop a coherent working description of the role of computerized data storage and processing in modern decision practice. Students will complete a dynamic reality-based case study using a functional computerized decision support or expert system. Laboratory fee. (Every year in at least one location or online)

**INFM 332. Client – Server Development (3 hours)**
Prerequisites: INFM 212, 312.
This course emphasizes advanced client-server programming and introduces students to server-side administration. Students will acquire the skills necessary to implement efficient client-server communication and create databases for a dynamic web application. Laboratory fee. (Every year in at least one location or online)

**INFM 335. Basic Biostatistics, Health Data Processing, and Literature Evaluation (3 hours)**
Prerequisites: LBST 175, 180 or equivalent; MATH 220; SCIE 230.
Students will develop an understanding of fundamental biostatistics and the basic procedure of health informatics related research. Students will examine and evaluate published literature in terms of health related statistical data collection, data processing and research design on those data. Statistical programming techniques and contemporary data mining and statistical analysis software packages will be emphasized throughout the course for calculating, interpreting and understanding collected data sets. Laboratory fee. (Every year in at least one location or online)

**INFM 345. Research Methods for Health Informatics (3 hours)**
Prerequisites: INFM 335; LBST 175, 180 or equivalent.
The course will introduce key methodological approaches employed in health informatics research. Students will have the opportunity to explore and learn about differing
INFM 350. Digital Networks (3 hours)
Prerequisite: INFM 310.
This course provides an overview of basic data communications theory and dominant models of computer networking architecture, including OSI (Open Systems Interconnection) and TCP/IP (Transport Control Protocol/Internet Protocol). Students will learn the operational theory of mid-level access control protocols, including Ethernet and token ring. Laboratory fee. (Every year in at least one location or online)

INFM 355. Systems Analysis and Design (3 hours)
Prerequisites: INFM 310 with grade of “C” or above, INFM 312 with grade of “C” or above; LBST 175, 180 or equivalent.
This course provides an introduction to systems design skills required for organizational information engineering. Topics include assessment of information systems performance successes and failures, preparation of preliminary systems analysis documents, and conceptual design of new information systems necessary to meet organizational needs, as well as a strong foundation in systems analysis and design concepts, methodologies, techniques, and tools. Laboratory fee. (Every year in at least one location)

INFM 372. Human-Computer Interaction and Usability Study (3 hours)
Prerequisites: INSY 102; LBST 175, 180 or equivalent; PSYC 111.
This course explores how people interact with computers during computer operation and software task performance. Students will examine cognitive, physical, and social characteristics that affect how one approaches computer use and apply that knowledge to effective computer system design. Students will work on both individual and team projects to design, implement and evaluate computer interfaces. This course is open to students from all disciplines. Laboratory fee. (Every year in at least one location or online)

INFM 390. Special Topics in Informatics (3 hours)
Prerequisite: Consent of instructor or department chair.
This is the study of some significant topic in any informatics discipline which is not available through some other program offerings. (As needed)

INFM 395. Directed Study in Informatics (3 hours)
Prerequisite: Consent of instructor and department chair.
This course allows the student to explore, in greater depth, a topic raised in established Informatics courses. (As needed)

INFM 405. Research Methods and Project Planning/Management (3 hours)
Prerequisites: INFM 355; INFM 372; LBST 175, 180 or equivalent.
This course will introduce key methodological approaches employed in research projects. Students will have the opportunity to explore and learn about differing theoretical paradigms, techniques, methods and considerations that need to be addressed when designing an informatics-based research study. Students will also review some of the methodological issues associated with specific informatics research designs. Students will learn the concepts of project planning. Fundamental tools and
techniques used for project planning and management will be applied to real-time case studies. (Every year in at least one location or online)

**INFM 498. Informatics Capstone**
(3 hours)
Prerequisites: All other Informatics courses and consent of advisor.
Students will execute the research proposal developed in INFM 405.

**INFORMATION SYSTEMS (INSY)**

**INSY 102. Introduction to Digital Communication**
(3 hours)
Prerequisite: Basic keyboarding skills or equivalent.
Students will use computing hardware and software for both formal and informal communication while learning appropriate digital communication behavior. Students will design digital documents incorporating multiple ways to display data and information using personal productivity (word processing, spreadsheet, database development, and presentation) software. Laboratory fee. (Every semester in at least one location)

**INSY 387. Social Services and Public Safety Information Systems**
(3 hours)
Prerequisites: HSRV 202 or SOCI 111 or advisor permission; INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.
Students study information technology’s uses in the social services and law enforcement, including its relevance to organizational clients, potential clients, practitioners, administrators, funding providers, and other interested stakeholders. Topics covered will include use of real-time information systems to support organizational operations and service delivery; the “global” information infrastructure used to coordinate and administer human services, law enforcement, and public safety; and an overview of information systems development processes. (Every two years in at least one location or online)

**INSY 391. Computer Privacy, Ethics, Crime, and Society**
(3 hours)
(Cross-listed as CRJS 391)
Prerequisites: INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.
Students will examine the real and potential cyber threats faced by both organizations and individuals who are targeted by computer criminals, vandals, and hackers. Topics include a survey of “digital ethics,” examination of computer resources and technologies available to law enforcement personnel, and criminal computer activities. (Every two years in at least one location or online)

**LIBERAL STUDIES (LBST)**

**LBST 175 and 180. Writing, Education, and Vocation Seminars**
LBST 175 and 180 are linked courses focused on developing the writing skills necessary for college. The writing process is taught within the context of students’ personal experience and professional interests, engaging a discussion of the demands of work and culture. Combined, the seminars provide the time needed (two eight week sessions) to practice techniques ranging from writing personal narratives to research papers. Students must register for both courses within the same semester. Students who are unable to complete LBST 180 in the same semester in which they are enrolled in LBST 175 may enroll in LBST 180 in the following semester with the same instructor, when possible or another instructor with the approval of the College Writing Coordinator. Students who fail LBST 180 following successful completion of LBST 175 may be allowed to repeat LBST 180 only, as reviewed on a case by case basis by and with the approval of the College Writing Coordinator.
Note: Students must receive a grade of C or higher in FDLS 130 or an adequate writing proficiency score prior to enrollment in LBST 175.

**LBST 175. Academic Writing I: Education and Experience** (3 hours)
Prerequisite: Students must receive a grade of C or higher in FDLS 130 or an adequate writing proficiency score prior to enrollment in LBST 175.

LBST 175 is an interdisciplinary course that emphasizes the communication of ideas while engaging students in critical thinking about the purpose and place of an education, how experience may be an education, and how we turn experience into knowledge. The writing process is emphasized through informal writing-to-learn strategies as well as formal essays, with special attention to academic research. Assignments stress the organization and development of ideas, and the conventions of written English. (Every year in at least one location)

**LBST 180. Academic Writing II: Vocation and Values** (3 hours)
Prerequisite: LBST 175. Students must receive a grade of C or higher in LBST 175 prior to enrollment in LBST 180.

The course continues to focus on developing proficiency in written communication while asking students to think, in an interdisciplinary way, about the intersection of personal vocation and value systems. Building on the work accomplished in LBST 175, LBST 180 focuses the writing process on argument and scholarship techniques such as summary, analysis and evaluation, documentation and citation, culminating in a research paper. (Every year in at least one location)

**LBST 250. Arts and Ideas I: Ancient and Medieval Culture** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will identify common themes in the arts and the humanities of Ancient and/or Medieval Culture. The course may be conducted as a survey or with a focus on particular periods, places, artists, or ideas. (Every year in at least one location)

**LBST 255. Arts and Ideas II: Modern Culture** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will identify common themes in the arts and the humanities of Modern Culture. The course may be conducted as a survey or with a focus on particular periods, places, artists, or ideas. (Every year in at least one location)

**LBST 275 and LBST 280 Critical Thinking, Writing and Citizenship Seminars**
These courses focus on the analysis and practice of argument. The premise is that citizenship requires an ability to analyze and develop arguments. Designed to augment the academic writing seminars, each of these courses may be taken either as an intermediate-level course in critical thinking and writing, or to fulfill the general education requirement. Students may take one or both of the courses.

**LBST 275. Argument: Social Thought and Citizenship** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will engage in critique and respond to arguments in primary texts of social thought (from Aristotle to Zizek) that are formative of social, historical, cultural, political, and theoretical perspectives of citizenship. Through close reading and thoughtful analysis of these primary materials, students will demonstrate an ability to participate effectively in argument on the nature of citizenship and civic engagement. (Every year in at least one location)

**LBST 280. Argument: Public Discourse and Citizenship** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will engage in critique and respond to arguments in varied forms of public discourse. Through the study of a wide range of primary materials (including, but not limited to, newspaper accounts, narratives written for a general public, historical documents such as treaties, constitutions, or laws, and cultural artifacts such as film/tv, paintings, or music) that address significant events or issues from different cultural perspectives, students will reflect and write on the different “publics” one may belong to while participating in effective analysis and development of arguments in public discourse. (Every year in at least one location)

**LBST 302. Studies of Cultures in Contact** (3 hours)
Prerequisites: 60 credits; LBST 175, 180 or equivalent.
Students will engage issues of ethics and social justice across cultures and disciplines through a cross-disciplinary study of the issues which arise when different cultures come into contact with each other. Students will also engage each other in a seminar format. The topic of any individual seminar may vary, but in each case students will be asked to synthesize the practices of interpretation, explanation, and communication while articulating how best to act in light of what one has learned. Students taking this course will fulfill their Engagement and Citizenship requirement. (Every year in at least one location)

**LBST 303. Issues of Justice in a Global Community** (3 hours)
Prerequisites: 60 credits; LBST 175, 180 or equivalent.
Students will engage issues of ethics and social justice across cultures and disciplines through a cross-disciplinary study of the global dimension of social ethics. Students will also engage each other in a seminar format. The topic of any individual seminar may vary, but in each case students will be asked to synthesize the practices of interpretation, explanation, and communication while articulating how best to act in light of what one has learned. Students taking this course will fulfill their Engagement and Citizenship requirement. (Every year in at least one location)

**LBST 305. Globalization and Citizenship** (3 hours)
Prerequisites: 60 credits; LBST 175, 180 or equivalent.
Students will engage issues of ethics, social justice, and citizenship that arise as a result of the processes of globalization in a cross-cultural/cross-disciplinary manner. Whether the global changes that are focused on in this seminar are predominately cultural, economic, environmental, health-related, political, social, or technological, students will develop the capacity to reflect on how best to respond to such changes. The topic of any individual seminar may vary, but in each case students will be asked to synthesize the practices of interpretation, explanation, and communication while articulating how best to act in light of what one has learned. Students taking this course will fulfill their Engagement and Citizenship requirement in General Education. (Every year in at least one location)

**LBST 390. Special Topics in Liberal Studies** (1-3 hours)
Prerequisites: LBST 175, 180 or equivalent.
A cross-disciplinary study of some significant topic in the general area of liberal studies which is not available through other program offerings. (Occasionally)

**LBST 450. Textual Criticism: Common Sense and Critical Theory (3 hours)**
Approaches to Interpretation
(Cross-listed as COMM 450)
Prerequisite: LBST 175, 180 or equivalent, LBST210; Senior Status.
Through a survey of contemporary approaches to the interpretation of texts, students will recognize the use of the major “commonsense” critical approaches (the Literary, Historical and Rhetorical) and understand the shift to Critical Theory (“deconstructive”) criticism. Students will see how semiotics provides the background to contemporary myth, value, ideological, and psychoanalytic approaches and will use these their methods to interpret a range of human texts. The course is intended to provide an integrated evaluation of methodological issues that have arisen in the interpretation of texts in other communication and general education courses. (Every year in at least one location)

**LBST 490. Advanced Reading Seminar (3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

Either an interdisciplinary, in-depth study of a single author whose work and writings have focused on globally significant sociological, cultural, historical, and/or scientific issues over the course of time or the study of a work that has provoked critical and creative responses over time. This course is designed for students who wish to pursue the close reading of an author or work while simultaneously broadening their scopes of study to the author and subject, as well as the intellectual movements influenced and affected by the author or work under discussion. This course may be repeated for credit if it covers a different author or work. (Occasionally)

**LBST 498. Liberal Studies Capstone (3 hours)**

Prerequisites: LBST 175, 180 or equivalent, 210, and 350.

Limited to Liberal Studies majors in the final semester of their program.

Varying topics will be addressed in an interdisciplinary fashion, with an emphasis on articulating, analyzing, and interpreting the ways we envision ourselves in our everyday practices with others. In this context, students will also share with each other, in a portfolio, the ways in which their chosen fields of inquiry have shaped their sense of themselves in relation to the world around them. (Every year in at least one location)

**LITERATURE (LITR)**

**LITR 115. Readings in World Literature, Religion, and Citizenship (3 hours)**

(Cross-listed as RELG 115)

Students will read and demonstrate a capacity to interpret primary texts in world literature and religion in relation to questions about what it means to be a citizen. (Every year in at least one location)

**LITR 207. Topics in World Literature (3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

“World Literature” names those works of literature that have a life of their own in translation and/or are transcultural or transnational in character. Students will be called upon to demonstrate an ability to interpret such works of literature in relation to the diverse world those works display, comment upon and help to shape. (Every year in at least one location)

**LITR 247. Topics in British Literature (3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

Students will study literature from the British Isles and/or former British colonies, focusing on an historical period, literary movement or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. Students may enroll in additional sections of LITR 247 when different topics are addressed. (Every year in at least one location)
LITR 277. Topics in U.S. Literature  (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study literature from the United States, focusing on an historical period, literary movement or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. Students may enroll in additional sections of LITR 277 when different topics are addressed. (Every year in at least one location)

LITR 334. Forms and Figures of Literature  (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study a significant literary form or the works of a particular figure of literary history, examining multiple works in relation to the society they display, comment upon and help to shape. This study will include close reading and comparison of texts while introducing key concepts and theories of literary studies. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. Students may enroll in additional sections of LITR 334 when different topics are addressed. (Every year in at least one location)

LITR 356. Literature of the South  (3 hours)
Prerequisites: LBST175, 180 or the equivalent.
Students will study the literary traditions of the American South, examining Southern works of Literature in relation to the society those works display, comment upon, and help to shape. Students will be introduced to and discuss theories and key concepts for examining both the literature and its relationship to the region. (Every two years in at least one location)

LITR 370. Interdisciplinary Approaches to Literature  (3 hours)
Prerequisites: LBST175, 180 or the equivalent.
Students will examine works of literature that reflect the influence of interdisciplinary fields of inquiry, such as Women’s Studies, African American Studies, or Psychoanalysis. Students will be introduced to and discuss theories and key concepts of the interdisciplinary fields utilized in class, studying literary texts in that context, focusing on the society those works display, comment upon and help to shape. (Every two years in at least one location)

LITR 407. Advanced Topics in World Literature  (3 hours)
Prerequisites: LBST175, 180 or equivalent; one literature course.
“World Literature” names those works of literature that have a life of their own in translation and/or are transcultural or transnational in character. Students will be called upon to demonstrate an ability to interpret such works of literature in relation to the diverse world those works display, comment upon and help to shape. In addition to work required of students in LITR207, students enrolled in LITR407 will engage in supplemental reading and produce additional substantive academic work. (As needed)

LITR 447. Advanced Topics in British Literature  (3 hours)
Prerequisites: LBST175, 180 or equivalent; one literature course.
Students will study literature from the British Isles and/or former British colonies, focusing on an historical period, literary movement, or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. In addition to work required of students in LITR247, students enrolled in LITR447 will engage in supplemental reading and produce additional substantive academic work. (As needed)
LITR 477. Advanced Topics in U.S. Literature (3 hours)
Prerequisites: LBST 175,180 or equivalent; one literature course.
Students will study literature from the United States, focusing on an historical period, literary movement, or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. In addition to work required of students in LITR277, students enrolled in LITR477 will engage in supplemental reading and produce additional substantive academic work. (As needed)

MATHEMATICS (MATH)

MATH 120. Intermediate Algebraic Procedures for Problem-Solving (3 hours)
Prerequisite: Adequate mathematics proficiency assessment score or a grade of C or better in FDLS 115.
After a review of polynomial operations and radicals, students will learn to factor expressions and use the quadratic formula to solve polynomial equations. Students will study the graphing of linear functions to display linear data, determine the slopes and intercepts of lines, write linear functions, and solve real problems involving linear relationships. In addition, students will learn to solve, by various methods, problems using systems of linear equations in two variables. The course culminates with a review of major topics covered in FDLS 115 and MATH 120 with an emphasis on problem-solving. (Every Fall and Spring semester in at least one location)

MATH 129. Modeling Functions with Graphs and Tables (3 hours)
Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency test score.
Students will learn about the importance of mathematical modeling in a scientifically-oriented society with an emphasis on the mathematics of life experiences. Mathematical content will be explored contextually and will include modeling of linear, exponential, polynomial, power, and rational functions using technology (graphing calculator) as a leading tool. (Every Fall and Spring semester in at least one location)

MATH 130. Topics in Precalculus (3 hours)
Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency test score.
An introduction to polynomial, rational, exponential, and logarithmic functions using algebraic and graphical procedures. Students will recall, apply, and demonstrate their analytical skills using applications of the above-mentioned functions. Graphing calculator is required. (Every Fall and Spring semester in at least one location)

MATH 140. Reasoning, Sense Making & Practical Applications of Mathematical Concepts (3 hours)
Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency test score.
Through engagement in a variety of activities, projects, and assignments, students will learn how to reason mathematically. When given mathematical questions or problems, students will make sense of the given information and formulate a plan to address the questions and/or solve the problems. Multiple applications of topics such as Set Theory, Logic, Number Theory & Systems, Geometry, Mathematics of Finance, Probability & Statistics, and Voting & Apportionment will be discussed from the perspective of everyday settings and real life situations. (Every Fall and Spring semester in at least one location)
MATH 150. Analytical Trigonometry  
Prerequisite: MATH 130 with a grade of C or better.  
This course is a “functions” approach to the study of trigonometry.  Trigonometric identities and equations, applications of trigonometry, the laws of sines and cosines, and polar and parametric equations will be examined.  A graphic calculator is required.  (As needed)

MATH 160. Investigations in Geometry  
Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency test score.  
Mathematical reasoning skills will be exercised as foundational material explored by the class and by students individually.  Students will pose questions, surmise hypotheses, collect supporting data, and devise and evaluate analytical arguments, including direct and indirect methods of proof, to justify conclusions related to Euclidean and solid geometry.  (Every Fall or Spring semester in at least one location)

MATH 181. Calculus for the Social and Life Sciences  
Prerequisite: MATH 130 with a grade of C or better.  
This course examines basic functions and their graphs, limits, continuity, derivatives and their applications, differentiation techniques, and the exponential and logarithmic functions.  A graphing calculator is required.  (Every Fall or Spring semester in at least one physical location or online)

MATH 220. Applied Statistical Methods  
Prerequisite: MATH 120, adequate mathematics proficiency assessment score, or consent of program coordinator.  
An introduction to basic descriptive and inferential statistics.  Topics include measures of central tendency and variability; the binomial, normal, student’s t, and chi-square distributions; correlation techniques involving Pearson’s r.  The emphasis is on applications rather than on mathematical theory.  (Every Fall and Spring semester in at least one location or online)

MATH 225. Topics in Discrete Mathematics  
Prerequisite: MATH 130 with a grade of C or better.  
In this course students learn a foundation of mathematical elements related to computers and information technology to help them evaluate the surety of their conclusions and to increase their success in problem-solving and programming.  Logic and methods of proof (including mathematical induction) and problem-solving techniques are applied to technology topics which involve logical statements, functions, sequences, congruence, etc.  In addition, students apply methods of counting to database operations (union, intersection, etc.), password or encryption technology (involving elements from combinatorics), recursion (loop constructs), and other related topics.  (Every year in at least one location)

MATH 230. Introduction to Abstract Mathematics  
Prerequisite: MATH 181, with a grade of C or better.  
Students will examine basic set theory, symbolic logic, and methods of proof, including mathematical induction.  Relations, partitions, partial orders, functions, and graphs will also be considered.  (Every Fall or Spring semester in at least one location)

MATH 310. Linear Algebra  
Prerequisite: MATH 181 with a grade of C or better.
An Introduction to Linear Algebra. Topics will include geometric vectors in two and three dimensions and their linear transformations, the algebra of matrices, determinants, solutions of systems of equations, eigenvalues, and eigenvectors. (As needed)

MATH 410. History of Mathematics (3 hours)
Prerequisites: Math 160 with a grade of C or better; Math 181 with a grade of C or better. An exploration of mathematical development across varying cultures from antiquity through modern times. Topics include early number systems, mathematics of ancient civilizations, classical mathematics, medieval and renaissance mathematics, modern mathematics, and women in mathematics. (As needed)

MUSIC (MUSC)

MUSC 150. Music Appreciation (3 hours)
As students explore western music medieval through contemporary, they will learn to discern and identify instruments within the orchestral families and to distinguish among the practices and characteristics associated with different musical periods and their representative composers and works. The course will require attendance at a concert of the student’s choice, as well as a final presentation on an assigned topic. (Every year in at least one location)

NUTRITION (NUTR)

NUTR 206. Nutrition (3 hours)
Prerequisite: SCIE 100 or other lab science course. Students will study normal nutrition needs throughout the human life cycle and application of good nutrition principles for wellness and nutrition therapy. Students will also examine diet modifications that are recommended for disease states in the major organ systems and the rationale for these modifications. Alterations in normal feeding practices and evaluation of nutrition status will be analyzed. (Every semester in at least one location or online)

ORGANIZATIONAL LEADERSHIP (ORGL)

ORGL 210. Foundations of Leadership (3 hours)
Students will examine, from individual, interpersonal, group, and organizational points of view, the type of leadership that is required to create and maintain high levels of performance in organizations. Students will be encouraged to assess their own leadership styles and to develop a leadership action plan. (Every semester in at least one location)

ORGL 215. Women and Leadership (3 hours)
Students will analyze and explain the unique challenges, constraints, and opportunities currently facing women who move into leadership positions in organizations. Topics may include managing diversity, the dynamics of power, authority and influence, inhabiting difference, and the social expectations pertinent to women. (Every year in at least one location)

ORGL 315. Communication for Effective Leadership (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student’s major.
Students will learn the role of communication in effective leadership. Developing skills in counseling, interviewing, conducting meetings, and using presentation software will be included. The course will involve a brief study of theories and methods in the field of public relations as they apply to creating and maintaining positive interaction with internal
and external constituents of the organization. (Every semester in at least one physical location or online)

**ORGL 320. Human Behavior in Organizations**  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student’s major.
Students will focus on the concepts that provide a foundation for the understanding of individual and group behavior in profit, nonprofit, and voluntary organizations, with special emphasis on typical interpersonal and leadership relationships. (Every Fall and Spring semester)

**ORGL 330. Budgeting for Nonfinancial Leaders**  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; general education math requirement; ORGL 210 or introductory course to student’s major.
Students will learn effective budgeting and fiscal methodologies used by nonfinancial leaders to support the mission and goals of the organization. Students will examine budgeting processes, explore the relationship between expense and income, and analyze financial reports to assess the financial health of the organization. (Every Fall and Spring semester)

**ORGL 335. Contemporary Global Issues**  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student’s major.
Students will examine the impact of current social, economic, political, technological, and other contemporary issues, including historical perspectives on the role of leaders in a world that is becoming increasingly complex. (Every Fall and Spring semester)

**ORGL 350. Values, Ethics, and Leadership Practice**  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student’s major.
Students will examine the role of values in ethical decision making and in determining the moral obligations of leaders and followers. The course also places an emphasis on critical analysis and the application of ethical principles to contemporary leadership decisions and actions. (Every semester in at least one location)

**ORGL 355. Leadership in Nonprofit Organizations**  (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student’s major.
Students will be introduced to the roles and duties of a leader, supervisor, or governing board member of a nonprofit organization. Students will review theory and investigate specific methods of behavior of nonprofit organization leaders. (Every Fall and Spring semester)

**ORGL 380. Applied Research Methods**  (3 hours)
Prerequisites: ORGL 315, 320, 330, 335.
Students will study the basic methods, techniques, and procedures of applied research. Course goals include understanding the purpose of research, research design, and research methods. Applied research is the application of the scientific method to solving practical problems; research design is the plan for the application of accepted practices; and research methods provide models for suitable collection, organization and analysis of data for decision making and to contribute to the knowledge base. Students will be introduced to both quantitative and qualitative methods employed in conducting applied research projects. An outcome of this course is the development of the research proposal. (Every Fall and Spring semester)
ORGL 390. Special Topics in Organizational Leadership (1-3 hours)
Prerequisites: LBST 175, 180.
This course is an interdisciplinary study of some significant topic in the general area of leadership which is not available through other program offerings. Offered occasionally in lieu of another organization leadership course as an independent study. (As needed)

ORGL 445. Dimensions of Servant Leadership (3 hours)
Prerequisite: ORGL 380.
Students will examine the servant-leader concept in relationship to the individual, the workplace, the community, and the world. Particular attention will be given to how the servant-leader affects team-oriented approaches to leadership and management in organizations. (Every semester in at least one location)

ORGL 460. Strategic Leadership (3 hours)
Prerequisite: HRAD 305 or ORGL 380.
Students will study the major concepts and approaches to leadership development and strategic planning for an organization. Students learn how senior leadership can create a strong culture within an organization, agency, or department and how to lead with vision. (Every semester in at least one location or online)

ORGL 470. Organization Development and Change (3 hours)
Prerequisite: HRAD 305 or ORGL 380.
Students will study the approaches and strategies for leading organizations and managing people in a fast-paced, changing world. Students will examine the role of mission and vision, re-engineering and restructuring in relation to organizational effectiveness and individual productivity and will consider the influence of culture, diversity, ethics, and technology in the design, development, and impact on individual behavior and performance. (Every semester in at least one location or online)

ORGL 475. Advanced Leadership Philosophy and Practice (3 hours)
Prerequisite: ORGL 380.
Students will review current, leadership education, and development theories and practices; discuss fundamental social, economic, and political changes that affect the art and science of leadership; and implications of these changes for individual leadership development and continued growth. (Every Fall and Spring semester)

PHILOSOPHY (PHIL)

PHIL 101. Introduction to Philosophy (3 hours)
This introductory course is designed to address such topics as epistemology (the origin and nature of knowledge), metaphysics (the nature of reality), logic (rules for clear thinking), and ethics (questions regarding right and wrong, good and evil). (Occasionally)

PHIL 215. Foundations of Ethics (3 hours)
Students will explain how we make ethical decisions with reference to important theories and thinkers. (Every year in at least one location)

PHIL 390. Special Topics in Philosophy (3 hours)
Prerequisite: LBST 175, 180 or equivalent.
Special Topics in Philosophy is a study of some significant topic in philosophy which is not available through other program offerings. (Every year in at least one location)
PHYSICAL SCIENCE (PHYS)

PHYS 106. Earth Systems Science (3 hours)
Prerequisite: SCIE 100.
Students will examine how natural processes of Earth's geosphere, hydrosphere, and atmosphere interact. Interactions that change the chemical compositions and physical features of those systems, shape the planet's surface, and affect weather and climate will be investigated. Students will engage in experiments and field work to collect and analyze scientific data to model Earth's systems and their interactions. Students will also interpret scientific data to explain changes in Earth's geosphere, hydrosphere, and atmosphere through time. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

PHYS 220 Astronomy and the Universe (3 hours)
Prerequisite: SCIE 100.
Students will study the history of astronomy, our Solar system, and stellar and galactic astronomy using experimental, observational, and mathematical approaches. Astronomical instruments including stellar and solar telescopes will be used. Students will discuss development of astronomical theories as examples of how scientific theories are established and revised or disproved by new data, technology, and analytical methods. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

PHYS 225. Meteorology (3 hours)
Prerequisite: SCIE 100.
Using meteorological observations, analysis of weather charts and satellite images, students will study basic meteorological concepts. Along with collecting and analyzing chemical and physical data, students will also discuss Earth's atmosphere from mathematical and practical perspectives. The topics include middle latitude severe weather systems, human interactions on global climate, El Nino, La Nina, and the Southern Oscillation (ENSO). Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

POLITICAL SCIENCE (POLS)

POLS 100. Government in America (3 hours)
Students will study the structure, organization, powers, and procedures of the government of the United States. (Every year in at least one location)

POLS 200. Government at the State and Local Levels (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
The intergovernmental relations in the federal system as well as the organization, functions, and politics of state and local governments are key components. (Occasionally)

POLS 395. Special Topics in Political Science (1-3 hours)
Prerequisites: Consent of program coordinator; LBST 175, 180 or equivalent.
Students will study some significant topic in political science which is not available through other program offerings. (Occasionally)
PUBLIC SAFETY (PSFT)

PSFT 305. Crime and Difference (3 hours)
Prerequisites: LBST 175, 180 or equivalent; SOCI 111.
Students will examine the influence of diversity on criminal participation and criminal justice processing. The doctrine of criminal justice has long been infused with racial, ethnic, and gendered meanings and in many instances structured by these distinctions. The course will provide students with knowledge regarding: the concepts of difference and privilege, and social justice, as well as categories of difference including ethnicity, social class, immigration, gender, sexual orientation, age, disabilities, and religion. (Every two years in at least one location)

PSFT 365. Introduction to Homeland Security and Emergency Management (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
This course will provide students a comprehensive, up-to-date overview of roles and functions of the various components of homeland security and their relationships to state and local agencies. Students will also focus on the principles and practices of emergency management at the local, state, and national levels and will explore the concepts of preparedness, mitigation, response, and recovery in response to domestic disasters. (Every two years in at least one location)

PSFT 370. Terrorism (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
The 11 September 2001 terrorist attacks on the World Trade Center and Pentagon and the ensuing War on Terror have focused the nation’s attention on homeland security. Students in this course will focus on both international and domestic terrorism issues such as anti-terrorism legislation, counterterrorism agencies, weapons of mass destruction, chemical and biological warfare, and potentials for massive destruction. (Every two years in at least one location)

PSFT 375. The Effects of Disaster on Society (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Disasters caused by nature, such as tornadoes, hurricanes, and earthquakes, and the potential of manmade disasters and accidents have heightened the need to prepare and manage responses to catastrophes. Students will learn ways to assess homeland security vulnerabilities, as they have adverse effects on societies and the environment, as well as how to plan calculated responses based on the type and level of threat. (Every two years in at least one location)

PSFT 380. Intelligence Gathering and Dissemination (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students in this course will gain an understanding for: the overview and analysis of intelligence systems and how they are utilized in today’s public safety community to influence policy, planning, and activities. Foreign and domestic intelligence gathering and analysis will be covered, with emphasis on how intelligence can be used to protect against threats to personal and public safety. The course will also cover appropriate means of disseminating critical intelligence information. (Every two years in at least one location)

PSFT 390. Special Topics in Public Safety (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will study a significant topic in public safety which is not available through other program offerings. (Every two years in at least one location)
PSFT 395. Independent Study in Public Safety  
Prerequisites: consent of advisor; LBST 175, 180 or equivalent.  
Students will study an area or subject not normally found in established courses.  
Students may also explore in greater detail a topic raised in established public safety courses. (As needed)

PSFT 435. Ethics and Public Safety  
Prerequisites: LBST 175, 180 or equivalent.  
Students will study the history and current trends of ethical issues in the fields of public safety, the role of the leader in establishing an ethical climate, the use of ethical decision making models for solving ethical dilemmas, and dealing with unethical conduct. In addition, students will explore the problems associated with the abuse of authority. (Every year in at least one location)

PSFT 470. Field Experience  
Prerequisites: LBST 175, 180 or equivalent; junior status, advance request and approval of both program coordinator and advisor.  
Public Safety Field Experience is designed to provide the student with an opportunity to apply academic training in practical public safety settings. Field experience will be jointly supervised by college staff and officials of the participating agency. Public safety field experience is open only to public safety majors. Note: grade of satisfactory or unsatisfactory. Special fee. (As needed)

PSFT 471. Field Experience  
Prerequisites: LBST 175, 180 or equivalent; PSFT 470.  
This course is designed to provide students with opportunities to continue using the skills and knowledge developed in PSFT 470. See the PSFT 470 course description for requirements. Special fee. (As needed)

PSFT 498. Senior Seminar  
Prerequisites: CRJS 260 or PSFT 365; LBST 175, 180 or equivalent. Limited to Public Safety Leadership majors in their final year of their program.  
Students in the public safety leadership degree will take this course as the culminating experience for students in the major. Varying public safety topics will be addressed with an emphasis on articulating, analyzing, and interpreting the ways we make decisions in our everyday interactions with others. Students will prepare written reports on a variety of topics covered throughout their undergraduate curriculum and students will then defend their position on the topic through an oral defense. (As needed)

PSYCHOLOGY (PSYC)

PSYC 111. Introduction to Psychology  
In this introductory course, students will study the important theories and methods of psychology by exploring the function of the brain, sensation and perception, learning, memory, motivation and behavior, and personality. Particular attention will be given to explaining human behavior using analytic and systemic reasoning. Students will explore experimental/observational psychology through demonstration and participation. (Every semester in at least one location)

PSYC 210. History and Systems of Psychology  
Students will trace the evolution of contemporary psychology from its earliest roots in the fields of philosophy and the natural sciences. Students will engage in a comparative, systematic study of the major schools of psychology from the early schools (e.g. Functionalism, Structuralism, etc.) to current perspectives (biopsychological, cognitive, sociocultural, positive, etc.) Readings of primary texts will be accompanied by attention
PSYC 215. Cognitive Psychology

(3 hours)

Students will examine human behavior in terms of the mental processing of information. Students will compare the cognitive psychology perspective to other psychological perspectives and review the relationship between cognitive psychology and the larger field of cognitive science. In addition, students will explore practical applications of cognitive psychology such as learning styles, attention, memory, forgetting, and language acquisition. (Every Fall and Spring semester in at least one location)

PSYC 227. Lifespan Development

(3 hours)

Prerequisite: PSYC 111.

Students will study cognitive, emotional, physical and social growth and maturation during the human lifespan from conception through death. Students will also examine principles of development as well as traditional and contemporary theorists and theories. (Every Fall and Spring semester in at least one location)

PSYC 315. Research Methods I

(3 hours)

Prerequisites: MATH 220; SCIE 100 (or equivalent).

Students will examine the basic research designs and methods commonly used in psychological research and develop an understanding of the techniques and procedures essential to good research design. In this first part of the research sequence, students will develop the following steps of the research design process: completing a literature review, generating hypotheses, and operationalizing variables. Building on skills learned in MATH 220, students will choose appropriate research designs. (Every Fall and Spring semester in at least one location)

PSYC 316. Research Methods II

(3 hours)

Prerequisite: PSYC 315.

Students will develop the following steps of the research design process: collecting and analyzing data, drawing conclusions from data analysis, and evaluating research results. Students will review multivariate analyses, qualitative research designs, and psychometric procedures. (Every Fall and Spring semester in at least one location)

PSYC 333. Social Psychology

(Cross-listed as SOCI 333.)

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Social interaction and pathology, personality and differential psychology, and social attitudes, prejudices, propaganda, culture, and social institutions are included in this course. (Every Fall and Spring semester in at least one location)

PSYC 360. Psychopathology

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Students will examine the major categories of behavior pathology. The course will focus on the principles of etiology, as well as therapy for different diagnoses. Particular emphasis is placed on the Diagnostic and Statistical Manual of Mental Disorders (latest edition). (Every semester in at least one location)

PSYC 371. Psychology of Women

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Students will explore the issues of female gender from the point of view of psychological, biological, and sociological theorists. The nature of the archetypical representation of the feminine as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine
stereotypes that have created past conflicts. (Every Fall and Spring semester in at least one location)

**PSYC 373. Psychology of Men**  
(3 hours)  
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.  
Students will explore the issues of male gender from the point of view of psychological biological, and sociological theorists. The nature of the archetypal representation of the male as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes that have created past conflicts. (Every year in at least one location)

**PSYC 380. Forensic Behavior**  
(3 hours)  
(Cross-listed as CRJS 380)  
Prerequisite: PSYC 360.  
Students will examine the aspects of human behavior directly related to the legal process and testimony, jury decision making, and criminal behavior. The professional practice of psychology within or in consultation with a legal system will be examined. Profiling, insanity and competency, risk assessment, discrimination, and interrogation and confessions will be emphasized. (Every year in at least one location)

**PSYC 388. Human Sexuality**  
(3 hours)  
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.  
Human Sexuality provides information on the biological, psychological, and sociological aspects of human sexuality. Discussion will include the biological male and female, human sexual response, contraception, choices of sexual conduct and behavior, and other related topics. (Every Fall and Spring semester in at least one location)

**PSYC 390. Special Topics in Psychology**  
(1-3 hours)  
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.  
A significant topic in psychology which is not available through other program offerings will be studied in the classroom setting. (Occasionally)

**PSYC 395. Independent Study in Psychology**  
(1-3 hours)  
Prerequisites: consent of advisor; LBST 175, 180 or equivalent; PSCY 111.  
Directed Study in Psychology offers study in an area or subject not normally found in established courses or a study that allows the student to explore in greater detail a topic raised in established psychology courses. (As needed)

**PSYC 498. Capstone Research Project**  
(3 hours)  
Prerequisites: Senior status; advance request; consent of advisor; PSYC 316.  
The Capstone Research Project is an individual study that provides students an opportunity to integrate the knowledge and skills learned in their psychology curriculum in an examination of a research question that furthers their academic and/or career goals. Students will complete a literature review, collect and analyze data, develop conclusions based on research findings, and submit a final paper or poster presentation. (Every year in at least one location)

**RELG 110. Introduction to Religion**  
(3 hours)  
A general introduction to the nature and function of the religious dimension of life in personal, social, and cultural contexts. The course addresses the origins and varieties of religious expression, the methods used in the study of religion, and the religious questions that grow out of the human experience. Particular emphasis is placed on issues of pertinence for persons involved in educational, social service, and business
professions, e.g., perspectives toward religious diversity, constitutional and legal aspects of religion, and religion and science. (Every year in at least one location)

**RELG 115. Readings in World Literature, Religion, and Citizenship**  
(3 hours)  
(Cross-listed as LITR115)  
Students will read and demonstrate a capacity to interpret primary texts in world literature and religion in relation to questions about what it means to be a citizen. (Every year in at least one location)

**RELG 120. The Old Testament**  
(3 hours)  
Students will focus attention on the literature of the Hebrew Bible as the developing expression of the faith and history of ancient Israel and as a foundational document for western culture. Particular attention will be given to understanding the literature in light of its historical and cultural context and to identifying its central theological themes. (Every year in at least one location)

**RELG 130. The New Testament**  
(3 hours)  
Students will read and study the literature of the New Testament as the multi-faceted portrait of the origin and development of the early Christian community. Particular attention is focused on the types of literature therein, the gospel portraits of the life and teaching of Jesus, and the development of the first century church. (Every year in at least one location)

**RELG 200. Topics in the History of Christianity**  
(3 hours)  
Prerequisites: LBST 175, 180, or equivalent.  
Students will demonstrate knowledge of salient antecedents, movements, and/or ideas within the history of Christianity. Students may enroll in additional sections of RELG 200 when different topics are addressed. (Every two years in at least one location)

**RELG 215. Topics in Biblical Studies**  
(3 hours)  
Prerequisites: LBST 175, 180 or equivalent.  
Course Description: Students will analyze the sacred texts of the Christian and/or Jewish tradition(s) in translation by focusing on a particular theme, genre, historical moment, and/or method of interpretation. Potential topics might include, The Gospels, Wisdom Literature, Apocalyptic Literature, the Torah, Gnostic Literature, Women in the Hebrew Bible, Feminist and/or Post-colonial Interpretations of Biblical Literature. Students may enroll in additional sections of RELG 215 when different topics are addressed. (Every two years in at least one location)

**RELG 220. Survey of World Religions**  
(3 hours)  
Prerequisites: LBST 175, 180, or equivalent.  
Students will engage in a comparative, systematic study of the major religious traditions of the world, beyond the general introduction of RELG 110. Specific reading of primary texts will be accompanied by attention to historical and cultural contexts. (Every year in at least one location)

**RELG 225. Religion in the United States**  
(3 hours)  
Prerequisites: LBST 175, 180, or equivalent.  
Students will analyze and interpret one or more significant social, cultural, historical, geographical, and/or political topics in the development of religion and religious identities in America. Students may study topics such as indigenous religious traditions, denominational groups, Colonial Religion, Religion and Democracy, Religion and the '60s, or New Religious Movements. Students may enroll in additional sections of RELG 225 when different topics are addressed. (Every two years in at least one location)
RELG 301. Introduction to Christian Theology (3 hours)
Prerequisites: LBST 175, 180, or equivalent.
An introduction to the perspectives, processes, and products of the church's interpretation of its faith. Attention will be given to theological method, to the major doctrines, and to the constructive task of interpreting Christian faith for the twenty-first century. (Occasionally)

RELG 320. Topics in Women, Gender, and Religion (3 hours)
(cross-listed as WGST 320)
Prerequisites: LBST 175, 180 or equivalent.
Students will explore religious texts, practices and artifacts in terms of their interrelations with questions of gender and/or sexuality. Topics may introduce students to a comparative study of texts, practices, and/or artifacts across a single tradition or multiple religious traditions. Topics could include courses such as Religion and Sexuality, Women's Writings and Religious Imagination, Women Mystics, Feminist and Womanist Theology, etc. Students may enroll in additional sections of RELG 320 when different topics are addressed. (Every two years in at least one location)

RELG 336. Christian Social Ethics (3 hours)
Prerequisites: LBST 175, 180, or equivalent.
A study of the biblical and historical foundations of Christian decision making and the contemporary issues where these decisions are made. Attention will be given to ethical theory in general and to the specific features of Christian decision making in particular as they apply to moral, social, political, and economic issues. (Occasionally)

RELG 356. Sociology of Religion (3 hours)
(Cross-listed as SOCI 356.)
Prerequisites: LBST 175, 180, or equivalent.
Students will be able to articulate the nature of religion as a social phenomenon. They will be able to describe and apply the methods of the sociological study of religion and to describe the ways in which religion and society interact on all levels of the social world. (Every year in at least one location)

RELG 358. Psychology of Religion (3 hours)
(Cross-listed as PSYC 358)
Prerequisites: LBST 175, 180, or equivalent; PSYC 111 or consent of program coordinator.
Students will study the religious dimensions of human experience with attention given to the contributions of modern psychology, to the major theorists, and to the central forms of religious experience and expression. (Occasionally)

RELG 390. Special Topics in Religion (1-3 hours)
Prerequisites: at least 6 hours of work in religious studies or consent of program coordinator; LBST 175, 180, or equivalent.
An elective course in an advanced area of biblical, historical, or theological study. Topics will vary according to the availability of resources and the needs/interests of students currently in the program. (Occasionally)

SCIENCE (SCIE)

SCIE 100. Methods of Scientific Investigation (3 hours)
Prerequisite: Math 120 or equivalent.
A comprehensive, introductory course that focuses on explorations in life and physical science as the means to understanding and applying the scientific method. Students will analyze data generated by hands-on laboratory activities which build on techniques of
observation and quantitative methods. They will also prepare formal reports modeled on scientific journal articles. Student will collect, analyze and interpret data as part of their integrated lecture/lab experience. Laboratory fee. (Every Fall and Spring semester in at least one physical location or online)

SCIE 215. Life Systems (3 hours)  
Prerequisite: SCIE 100.  
Students will use a contextual approach to investigate facts, concepts and theories associated with life processes in order to understand the life systems of living things. Topics include levels of biological organization from cellular to organizational to ecological, the foundations of genetics, and basic biological functions such as circulation, digestion, maintenance and defense, reproduction, respiration, and anatomical/skeletal systems in plants and animals. An integrated lecture and laboratory course. Laboratory fee. (Every year in at least one location or online)

SCIE 220. Physical Systems (3 hours)  
Prerequisite: SCIE 100.  
Physical phenomena will be studied by students during in-depth laboratory-based explorations of everyday occurrences and objects. Students will analyze and interpret processes and features affected by motion, gravity, heat, energy, light, electricity and electromagnetism through observations, experiments, and mathematical relationships. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

SCIE 230. Introduction to Bioinformatics (3 hours)  
Prerequisites: INFM 110; SCIE 100.  
Students will be introduced to contemporary concepts in molecular biology and evolution and employ the computational algorithms used in biological database searches, protein and DNA sequence analyses, and predictions of protein function. Specific methods, tools and technologies examined in the course will include, but are not limited to: detection of homology with BLAST, prediction of transmembrane segments, multiple alignments of sequences, prediction of protein domains, and prediction of protein localization. Integrated lecture / laboratory. Laboratory fee. (Every year in at least one location or online)

SCIE 250. Applied Forensic Criminalistics (3 hours)  
Prerequisite: SCIE 100.  
Forensic science is the application of multiple scientific disciplines and technological practices to the investigation of criminal or civil questions of the law. Students will be introduced to scientific inquiry and the process of forensic investigation. Their knowledge of scientific investigation will be applied to the analysis of trace evidence (hair, fiber, etc.), fingerprints, DNA, and blood. Evidence revealed by bodies, crime scenes, and crime scene tools will be discussed and analyzed as well. Basic techniques and instrumentation used in a forensic laboratory such as microscopy, gel electrophoresis, visible spectroscopy and liquid chromatography will be used in this course. Laboratory fee. (As needed)

SCIE 390. Special Topics in Science (3 hours)  
Prerequisites: SCIE 215 or SCIE 220; one other lab science course.  
This course will focus on current issues in the life, environmental, physical, or earth sciences which are not available through other program offerings. Students will study issues through design and execution of scientific studies, and/or in analysis of policies related to scientific issues. Because topics may vary with each offering of this course,
students may take the course for credit more than once as long as it focuses on different issues. Laboratory fee. (As needed)

**SOCIAL THOUGHT (SCLT)**

**SCLT 201. The Search for Meaning** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will demonstrate a capacity to articulate and respond to questions about the meaning and purpose of human life found in selected readings in philosophy, theology, literature, and the social sciences. (Every year in at least one location)

**SCLT 304. Ways of Worldmaking** (3 hours)
Prerequisites: 60 credits; LBST 175, 180 or equivalent.
Students will engage issues of ethics and social justice and citizenship across cultures and disciplines through a cross-disciplinary critique of primary texts in social thought that are vital to the making of a cross-cultural region of the world (e.g. the Atlantic World, the Extended Caribbean, the Indian Ocean World, the Mediterranean World, the New World, or the Pacific Rim). As a result, students in this seminar will develop the capacity to reflect on how best to respond to the ways cross-cultural mappings of the world both represent and shape the ways we imagine ourselves with others. The topic of any individual seminar may vary, but in each case students will be asked to synthesize the practices of interpretation, explanation, and communication while articulating how best to act in light of what one has learned. Students taking this course will fulfill their Engagement and Citizenship requirement in General Education. (Every year in at least one location)

**SOCIOLOGY (SOCI)**

**SOCI 111. Introduction to Sociology** (3 hours)
Students will study the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on interpreting ways of seeing ourselves with others in communicative or social actions; explaining differences in access to power and citizenship among social groups; and communicating diverse perspectives in a coherent and knowledgeable way. (Every semester in at least one location)

**SOCI 200. Social Problems** (3 hours)
Prerequisite: SOCI 111.
Students will examine the principal causes, consequences, and solutions of major societal problems from a sociological perspective. The emphasis on specific social problems may vary, but attention will be given to such contemporary issues as discrimination, poverty, violence, population trends, technology, social class inequities, issues of justice, and change. (Every Fall and Spring semester in at least one location)

**SOCI 255. The Family** (3 hours)
Prerequisite: SOCI 111.
Students will study family structures and functions. Topics include the changing role of the family in history, the economic, biological, and psychological aspects of the contemporary American family, and the family organization, and re-organization. (Every year in at least one location)

**SOCI 333. Social Psychology** (3 hours)
(Cross-listed as PSYC 333.)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.
Social interaction and pathology, personality and differential psychology, and social attitudes, prejudices, propaganda, culture, and social institutions are included in this course. (Every Fall and Spring semester in at least one location)

UNIVERSITY (UNIV)

UNIV 110. The Culture of University  (3 hours)
(Required course Penfield College students)
Students in this course will demonstrate knowledge of the history, traditions, protocol, and demands associated with the participation in the academic community of Mercer University. Students as adults-in-college will develop effective skills and strategies for succeeding in college, and will learn to access human and technological resources to assist in learning. This course is designed to be taken at the onset of the student's academic work at Mercer University; students may take this course only within the first academic year in the college. Exceptions to this schedule and to the course requirement will only be made with permission of the associate dean. (Every semester)

WOMEN’S AND GENDER STUDIES (WGST)

WGST 210. Women, Gender, and Identity  (3 hours)
Students will apply theories of sex and gender critical to the construction of identity, as well as explore historical and/or social interpretations of sex and gender and their consequences. By analyzing gender and its effects, students will be able to explain the relationship between common assumptions about gender identity and the production and reproduction of marginalized identities. Students will examine topics relevant to the field of Women’s and Gender Studies ranging from the women's suffrage movement in the United States to contemporary questions about the representation of gender and sexuality in the media. (Every year in at least one location)

WGST 320. Topics in Women, Gender, and Religion  (3 hours)
(cross-listed as RELG 320)
Prerequisites: LBST 175, 180 or equivalent.
Students will explore religious texts, practices and artifacts in terms of their interrelations with questions of gender and/or sexuality. Topics may introduce students to a comparative study of texts, practices, and/or artifacts across a single tradition or multiple religious traditions. Topics could include courses such as Religion and Sexuality, Women's Writings and Religious Imagination, Women Mystics, Feminist and Womanist Theology, etc. Students may enroll in additional sections of RELG 320/WGST 320 when different topics are addressed. (Every year in at least one location)
Graduate Studies

Mercer University is committed to providing graduate degree programs, as well as undergraduate and professional education. Mercer offers programs leading to numerous graduate degrees including:

**Stetson School of Business and Economics (specific programs offered in Macon, Atlanta, Savannah, and/or Henry County)**
- Master of Business Administration
- Executive Master of Business Administration
- Professional Master of Business Administration
- Master of Accountancy

**School of Engineering (specific programs in Macon or through distance learning)**
- Master of Science
- Master of Science in Engineering

**Tift College of Education (specific programs offered in various locations including Macon, Atlanta, Savannah, or Regional Academic Centers)**
- Master of Education
- Master of Arts in Teaching
- Specialist in Education
- Doctor of Philosophy in Educational Leadership
- Doctor of Philosophy in Curriculum and Instruction

**Townsend School of Music (Macon)**
- Master of Music (Conducting, Performance, Church Music)

**Penfield College of Mercer University (Atlanta and Henry County)**
- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Master of Science in Public Safety Leadership
- Master of Science in Clinical Rehabilitation Counseling
- Master of Science in Organizational Leadership
- Master of Science in Human Services
- Educational Specialist in School Counseling
- Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Counseling
- Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization
- Doctor of Philosophy in Counselor Education and Supervision

**Georgia Baptist College of Nursing (Atlanta)**
- Master of Science in Nursing
- Doctor of Philosophy in Nursing
- Doctor of Nursing Practice

**College of Pharmacy (Atlanta)**
- Doctor of Pharmacy
- Doctor of Philosophy in Pharmaceutical Sciences
College of Health Professions (Atlanta and Macon)
- Master of Medical Science (Physician Assistant)
- Master of Public Health
- Doctor of Physical Therapy

School of Medicine (Macon)
- Master in Family Therapy
- Master of Science in Biomedical Sciences
- Master of Science in Pre-Clinical Sciences
- Doctor of Philosophy in Clinical Medical Psychology

McAfee School of Theology (Atlanta)
- Master of Arts
- Master of Divinity
  with various concentrations and dual degree options
- Doctor of Ministry

Admission to Graduate Study

All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school which sponsors the desired degree program. Certain basic qualifications must be met for admission to graduate programs. All programs require that students hold a bachelor’s degree from an accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

International students must provide a complete record of all previous schooling. This must include a record of secondary schooling that shows the dates attended, grades achieved or examinations passed, and the student’s rank in class, if available. Official transcripts must be accompanied by a certified English translation. Three reference letters, preferably from instructors in the undergraduate or graduate school(s) attended, are required, along with a personal vita which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted.

Proficiency in English must be established in one of the following ways:

1. Qualified students who present official TOEFL scores of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS, will be admitted to the University. For students who desire additional language study after being admitted to the University, English Language Institute (ELI) short courses are available in specific skill areas.

2. Qualified students who present a TOEFL score below 80 IBT, 213 CBT, or 550 PBT, or have no TOEFL score may be admitted conditionally, contingent upon their successful completion of the Mercer University English Language Institute (MUELI). With the permission of the student’s academic advisor, an ELI student may register for up to 6 credit hours while completing the upper levels of MUELI.

Residency Requirements

To receive a graduate degree from Mercer, students must complete a minimum of 75 percent of the credit hours required for conferral of the degree in residence at Mercer.
Transfer and Transient Credit

Students may receive limited credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit varies by program, but in no instance may it exceed 25 percent of the credit hours required for the graduate degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) the courses were taken at a graduate degree granting institution accredited by a regional accrediting body; (2) the courses were graduate level courses, applicable to a graduate degree; (3) the courses were taken in residence and not by correspondence; (4) grades of at least B were received in the courses; (5) the courses may not have been completed more than five years prior to enrolling in graduate studies at Mercer; and (6) the courses have not been applied for credit to a degree previously earned. (Exception: Up to 9 hours earned as part of an Ed.S. degree in Educational Leadership may be considered for application towards the Ph.D. in Educational Leadership.) With Graduate Council approval, post-baccalaureate professional programs may accept up to 65% of the credit hours for the professional degree. Courses must have been completed at a post-baccalaureate degree granting institution accredited by a regional accrediting body and meet the minimum grade required by the Mercer University program accepting the transfer credit.

If a student wishes to transfer credits earned at a foreign institution to his/her record at Mercer, the student must supply the Registrar’s Office with an official copy (still sealed in the original envelope) of a credit evaluation from a reputable U.S. evaluation service; the evaluation should include all of the credits that the student wishes to transfer to Mercer. Once the Registrar’s Office receives an official evaluation, the student’s foreign credits will be reviewed to see if they are eligible for transfer to the student’s Mercer degree. Please note that the Registrar makes the final decision when accepting credits from a foreign institution.

Graduate Course Load

Graduate students in the Tift College of Education, the Stetson School of Business and Economics, the Penfield College of Mercer University, and the McAfee School of Theology will be considered “full-time” for purposes of eligibility for financial aid, veterans’ benefits, etc., if they are enrolled for 9 credit hours in a semester. For full-time course load requirements in programs in the College of Pharmacy and the College of Health Professions, see those sections of the catalog. Full-time status does not fall below 6 credit hours per semester for any graduate program.

Graduate Level Courses

**Stetson School of Business and Economics**

- 500-599: First level graduate courses
- 600-699: Graduate courses designed for graduate students only

Courses are generally 3 credit hours each.

**Tift College of Education**

- 500-599: Post-baccalaureate initial certification only; credit does not apply toward degree
- 600-699: Master level classes
- 700-799: Education Specialist level classes
- 800-899: Doctor of Philosophy level classes
Penfield College of Mercer University
600-999: Master of Science, educational specialist, and doctoral level classes

McAfee School of Theology
500-901: Master of Divinity/Doctor of Ministry classes

College of Pharmacy
300-399: 1st Year Pharm.D.
400-499: 2nd Year Pharm.D.
500-599: 3rd Year Pharm.D.
600-699: 4th Year Pharm.D.; MBA
800-899: Ph.D. Program

College of Health Professions
500-599: PA Program; 1st Year DPT
600-699: PA Program; PH Program; 2nd Year DPT
700-799: PH Program

Academic Standards
To maintain good standing in progress toward a degree, a graduate student must achieve a cumulative grade point average of at least 3.0 (B). No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree. The minimum standard for satisfactory academic achievement (good standing) is a grade point average of 2.0 for professional students. Individual programs may set a higher minimum standard.

An Incomplete (IC) grade may be given to a student passing a course, but due to illness or other compelling reason satisfactory to the instructor, a relatively small amount of work remains. The Absent from Exam (ABX) grade may be given if a student misses only the final exam due to illness or other compelling reason satisfactory to the instructor. Work must be completed according to the specific policies of the college/school (see page 65) or a grade of F will be assigned. Refer to each college/school section for policy regarding warning, probation, and suspension or dismissal.

Auditing Classes
Graduate students may audit a class with permission of the instructor. See Class Auditing Regulations in the Academic Information section of the catalog for regulations regarding auditing. Please refer to the Financial Information section of the catalog for cost.

Application for Degree
A student who expects to qualify for a degree must apply for the degree on-line at http://www2.mercer.edu/Registrar/Graduation+Application.htm by the date specified in the University’s calendar.

Thesis and Dissertation Requirements
Some master’s degree programs and the Doctor of Ministry degree require, or provide an option, that each degree candidate write a thesis as part of the degree program. A dissertation is required of all candidates for the Doctor of Philosophy degree. Students who are writing a thesis or dissertation should obtain, from their graduate directors, a copy of the regulations for preparing and submitting a thesis or dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the school, a thesis or dissertation should
be submitted to the Office of the Provost, accompanied by a receipt indicating payment of all applicable graduation and thesis/dissertation fees.

**Behavioral Integrity**

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms require a respect for the rights of all in the community. Disruption of the educational process, academic dishonesty, destruction of property, and interference with the orderly process of the University or with the rights of members of the University will not be tolerated. Violations of these rights will be addressed through procedures established by the dean of each graduate program or, in the case of academic dishonesty, by the procedures of the Graduate Honor System.

**Graduate Honor System**

Academic integrity is maintained through an honor system. The graduate honor system was established by the University Graduate Council. It draws upon the traditions of integrity and academic freedom - a freedom within the academic community which is based on a trust between students and faculty. The honor system imposes upon each student the responsibility for his or her own honest behavior and assumes that each student will report any violations of the honor code.

The graduate honor system is governed by policies established by the University Graduate Council. An honor committee composed of five members of the graduate faculty is responsible for decisions regarding alleged violations. The committee’s decisions are binding on the student involved, but may be appealed to the Provost.
The Eugene W. Stetson School of Business and Economics

Graduate Faculty

Susan P. Gilbert, Dean/Professor
J. Michael Weber, Ph.D., Associate Dean/Professor
Steven R. McClung, Ph.D., Associate Dean/Associate Professor
Sean S. Chen, Madeline Domino, Allen K. Lynch, Nicholas Marudas, Etienne Musonera, Robert Perkins, and Steven J. Simon, Associate Professors
Carol J. Cagle, Elizabeth Chapman, Kimberly A. Freeman, Kathy D. Mack, Geoffrey Ngene, Julie A. Petherbridge, Ania Rynarzewska, Antonio Saravia, and William V. Luckie, Jr. (Emeritus), Assistant Professors
C. Gerry Mills, Stephanie B. Morris, and J. Allen Rubenfield, Lecturers

Graduate Programs

The Eugene W. Stetson School of Business and Economics (SSBE) offers the Master of Business Administration through three programs: Master of Business Administration (MBA), Executive MBA (EMBA), and the Professional MBA (PMBA). The MBA program is offered in Atlanta and Macon. The EMBA is offered on the Atlanta campus and the PMBA program at various metro Atlanta locations. The Master of Accountancy (MAcc) degree, the joint MBA/MAcc degree and the Master of Science in Business Analytics (MSBA) are offered at the Atlanta campus.

These graduate programs are pragmatic in focus with extensive use of applied experience in instruction. This approach encompasses a mixture of lecture, case analysis and seminar. Each method is used to accomplish the objectives of a specific class and to foster students' ability to apply business theory in a dynamic, competitive environment. Emphasis is given across the curriculum to ethical and socially responsible patterns of business activity and to the integration of specific functional areas into a coherent scheme for decision making and behavior.

For information on these graduate programs persons may write or call the Stetson School of Business and Economics, Mercer University, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341, (678) 547-6147.

Accreditation

The Stetson School of Business and Economics (SSBE) is accredited by AACSBI – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; telephone (813) 769-6500; www.aacsb.edu.
Beta Gamma Sigma

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB International. The society's mission is to encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

Election to lifetime membership in Beta Gamma Sigma is the highest honor a business student anywhere in the world can receive in an undergraduate or master's program at a school accredited by AACSB International. Eligibility for membership is determined by high academic achievement. Only the top 20% of graduate students, the top 10% of seniors, and the top 7% of juniors, based on grade point average, are eligible for membership and lifetime benefits. With more than 500,000 members worldwide, and alumni chapters in major metropolitan areas across the United States, the Society's membership comprises the brightest and best of the world's business leaders.

Graduate Program Policies and Procedures

1. **Eligibility for Admission**

   Applicants seeking graduate admission must meet the following requirements as determined by the Stetson School of Business and Economics faculty:

   A. Bachelor's degree with an acceptable level of scholarship from a regionally accredited institution of higher learning.
      a. The degree may be in any discipline.
      b. International applicants must be able to document that their degree is the equivalent of a bachelor's degree awarded by a regionally accredited United States college or university. Foreign educational credentials must be evaluated by an independent evaluation service at the applicant's expense.

   B. All applicants must take the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE).
      a. Score reports should be forwarded to the Office of Admissions, Stetson School of Business in Atlanta or Macon using Institutional Code #5025.
      b. GMAT/GRE scores cannot be more than five years old.
      c. The GMAT/GRE may be waived with an appropriate graduate degree from a regionally accredited U.S. institution of higher education or a regionally accredited foreign institution of higher education.
      d. The GMAT/GRE may be waived for the EMBA and PMBA programs, based on a superior admission portfolio.

   C. Additional application requirements for the EMBA and PMBA include the following:
      a. Two letters of recommendation (preferably from current or previous employers).
      b. A one-page written essay outlining how the program will enhance the applicant's personal and career goals.
      c. Admissions interview with faculty and the Director of Admissions.
      d. Quantitative Assessment
      e. Applicants to the Executive MBA program are required to have at least seven years of managerial level work experience.
      f. Applications Professional MBA program are required to have at least four years of managerial level work experience.
2. Application for Admission
An official application for admission must be submitted for the intended program of study indicating the anticipated start date.
A. Applications are available online at business.mercer.edu or in person at the Office of Admissions in either Atlanta or Macon.
B. A $50.00 non-refundable application fee is required for all graduate applicants.
C. A $100.00 non-refundable application is required for international applicants seeking a F-1 student visa.
D. A current résumé is required for all graduate students and can be attached to the application.

3. Transcripts
All applicants must submit two official transcripts from each collegiate institution previously attended to the Stetson School of Business in Atlanta. All applicants should submit transcripts to the Stetson School of Business and Economics, Office of Admissions, 3001 Mercer University Drive, Atlanta, Georgia 30341.
A. Electronic transcripts are acceptable when submitted directly through a secure service by the institution.
B. Applicants with foreign coursework must submit an official course-by-course transcript evaluation with the GPA calculation at the applicant's expense.

4. Guaranteed Admission to the Graduate Business Programs
The Guaranteed Admission Plus Degree (GAPD) Program accepts application from Mercer University undergraduates students and alumni for the following programs: Evening MBA, Full-Time MBA, Online MBA, Master of Accountancy, Dual MBA/MAcc, and the Master of Science in Business Analytics.
A. The Guaranteed Admission Plus Degree (GAPD) Program for BBAs may be granted to students completing a Bachelor of Business Administration (BBA) degree at Mercer University within two years of the completion of the BBA degree. To be considered for guaranteed admission, a student must meet the following the conditions outlined below:
   a. All BBA degree requirements have been met and a minimum of 30 semester hours of undergraduate coursework must be completed at SSBE and 32 semester hours at Mercer.
   b. An overall grade point average of 3.0 (including transferred hours)
   c. An overall grade point average of 3.0 at Mercer University
   d. An overall grade point average of 3.0 in all business core curriculum courses (including transferred hours)
   e. An overall grade point average of 3.0 in all business core curriculum courses at Mercer University.
   f. Earned a minimum grade of C in all business course work at Mercer University.
B. The Guaranteed Admission Plus Degree (GAPD) Program for Non-BBAs may be granted to students completing a non-business undergraduate degree at Mercer University, within two years of degree completion. To be considered for guaranteed admission, students must meet the following the conditions outlined below:
   a. Undergraduate degree requirements have been met with at least 32 semester hours at Mercer.
   b. Completed a minimum of statistics and pre-calculus, including at least Mat 126 and one of the following: Mat 130 or Mat 133.
   c. An overall grade point average of 3.0 (including transferred hours)
   d. An overall grade point average of 3.0 at Mercer University
e. An overall grade point average of 3.0 in all business core curriculum courses (including transferred hours)
f. An overall grade point average of 3.0 in all business core curriculum courses at Mercer University.
g. Earned a minimum grade of C in all business, math, and major course work at Mercer.

5. Enrollment Deposit

All cohort-based programs including the EMBA, PMBA, FT MBA, and MSBA require a non-refundable tuition deposit from applicants who are accepted to the program and intend to enroll. The EMBA program requires a $500 non-refundable deposit and the PMBA, FT MBA, and MSBA programs require a $100 non-refundable deposit.

6. International Applicants

All international applicants are required to adhere to the graduate admissions eligibility as outlined above. Furthermore, international applicants must submit the following additional documentation to be considered for admission:

A. A qualified applicant whose native language is not English will need an official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS, to be eligible for admission.
   a. Students successfully completing Mercer's English Language Institute's Level Six or Mercer's English Language Institute's Graduate Business Preparatory program will be exempt from the TOEFL/IELTS requirement with a certificate of completion.
   b. Students who have successfully earned a "C" or better in English Composition I and II from a US based school will be exempt from the TOEFL/IELTS requirement.
   c. Students who have studies at an international institution of higher learning where the language of instruction was in English may be exempt from the TOEFL/IELTS requirement.

B. International applicants who completed all or part of their education abroad are required to have their foreign credentials evaluated by an approved independent evaluation service at the applicant's expense. The official evaluation must be a professional course-by-course credential evaluation with GPA calculation of all academic credits earned outside the United States. The evaluation must be delivered to the Office of Admissions in a sealed envelope to be considered official.

C. Each international applicant must present financial documentation showing ability to finance the student's education and living expenses for one year. Financial documents must be dated no more than one year prior to date of enrollment. Neither graduate assistantships nor financial aid is available to international students.

D. International applicants must submit applicable identification information including a copy of passport and I-94, copy of visa, and copy of I-20 form from the last school attended.

7. Transient Status:

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the other institution. The authorization must be accompanied by a completed application for admission and the appropriate application fee. Transcripts and admission test scores are waived.
8. **Transfer and Transient Credit:**

The MAcc program and the MSBA do not accept graduate level transfer or transient credits. In the MBA program, students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed six (6) semester hours. Credit for graduate transfer or transient courses completed at another institution may be awarded under the following conditions: (1) the courses were taken at a graduate-degree-granting institution accredited by a regional accrediting body and by AACSB-International; (2) the courses were graduate-degree courses; (3) grades of at least B were received in the courses; (4) the courses were completed within the five years prior to enrolling in graduate studies at Mercer; (5) other restrictions as set by the graduate faculty. Courses taken for another degree previously earned may not be applied toward the MBA, MAcc, or MSBA degrees.

If acceptable transfer and/or transient course credits are approved for the MBA, all but two of the graduate-level courses (of the total required for the master's degree) must be completed in residence in the graduate program at Mercer University.

A written request for consideration of transfer credit should be submitted to the program director by the student within six months of initial enrollment. The request must indicate the specific course(s) for which transfer credit is sought and must include a copy of the other institution's catalog, a course outline and an official transcript.

Students who wish to earn transient credit from another AACSB business school must have prior approval from the appropriate program director for such credit to be accepted as a part of the degree program. Transient credit may not be used to meet the residency requirement necessary for graduation, except under unusual circumstances which must be approved by the program director.

9. **Readmission:**

A student who withdraws from the school while on academic warning or probation, or who has not completed a course in one calendar year and who wishes to reenter, must request readmission in writing to the program director. Requirements for continued enrollment and limits to the number of courses a student may take may be established. Furthermore, if it has been one calendar year or more since a course has been completed, the student must reenter under the catalog governing the academic year in which s/he reenters. Appeals of decisions regarding readmission must be made in writing to the appropriate dean of the Stetson School of Business and Economics. Any student who is on academic exclusion may not be readmitted.

10. **Exceptions and Appeals:**

Exceptions to policy or appeals of policy decisions and/or grades must be made in writing to the Dean's Office of the Stetson School of Business and Economics. These will be reviewed by the Students Committee, which will make a recommendation to the appropriate dean. Appeals for reconsideration of a recommendation or decision by the Students Committee must be presented in writing to the dean.

11. **Degree Requirements:**

To qualify for the MBA degree, the student must successfully complete at least 36 semester hours of course work (not including foundation courses), as specified under the MBA Program of Study section. Students in the EMBA and PMBA programs of study must complete 48 semester hours as specified under the
Program of Study section. To qualify for the MAcc or MSBA degrees, the student must successfully complete at least 30 semester hours of graduate level course work (not including foundation courses), in residence, as specified under the MAcc or MSBA Program of Study section. On all courses taken in residence and considered for graduation, and also specifically on the elective courses in the Personal Portfolio of Study (MBA) or MAcc electives (MAcc), the student must achieve a cumulative GPA of at least 3.0. No course with a grade of less than C, and no more than six semester hours with grades of C or C+ are permitted in the graduate coursework and will count toward graduation requirements. No more than six semester hours with a grade of less than B may be repeated for credit in the graduate programs. Courses taken for another degree previously earned may not be applied toward any graduate degree. The time limit for completion of all course work for graduate degrees is seven (7) years.

12. Residency Requirements:
To qualify for the MBA degree, the students in the MBA program must complete at least 30 semester hours of graduate level course work (not including foundation courses) in residence. Students in the Executive MBA and Professional MBA Programs must complete 48 hours of course work in residence. Students in the MAcc or MSBA program must complete at least 30 hours of graduate level (not including foundation courses) course work in residence.

13. Participation in Commencement Ceremonies:
Students who have met all degree requirements may participate in the Commencement ceremony. Other graduate students may participate if they are within six (6) hours or less of completing all degree requirements, including the minimum number of semester hours required, and if they meet the minimum graduation requirements for cumulative grade-point averages.

14. Graduate Academic Deficiency:
Unsatisfactory Academic Progress: Any student whose semester or cumulative grade-point average is below 3.0 is making unsatisfactory academic progress and the student's progress will be monitored. The statuses described below designate a single period of one or more consecutive semesters in which a student is making unsatisfactory academic progress. This period begins the semester following the semester in which the semester or cumulative grade-point average is below 3.0 and ends the semester in which the cumulative and semester grade-point average are at least 3.0.

Academic Warning: A student is placed on academic warning the first semester that his/her semester or cumulative grade-point average is below 3.0.

Academic Probation: A student is placed on academic probation the second and subsequent consecutive semesters in which s/he is enrolled and the semester or cumulative grade-point average is below 3.0. To improve the academic standing of a student who is making unsatisfactory academic progress, his/her advisor may specify conditions with which a student must comply to be able to register, such as the courses to be taken, the course load, the attainment of a specific semester grade-point average, and/or counseling.

Academic Suspension: After the second and subsequent semesters on Academic Probation, a student may be placed on Academic Suspension. That is, the student will not be permitted to register for classes for one or more semesters. A student who is suspended may request the director of his or her program, in writing, to review the decision.
Academic Exclusion: In the most serious cases of unsatisfactory academic progress a student may be permanently excluded from the program.

Readmission: The student who wishes to be considered for readmission following suspension must make application in writing to the program director. The application must be made at least 45 days prior to the close of registration for the semester in which the student wishes to enroll. The director may consult with faculty before making a decision. If the student is allowed to reenter, the director may establish conditions for the student's readmission, as well as course requirements. A negative decision by the director may be appealed in writing to the dean, or to the dean's designated representative. The decision of the dean, or the dean's representative, is final.

15. CLEP Information:
Any attempts to CLEP a foundation course or courses must be successfully completed as an undergraduate and prior to matriculation in any Mercer graduate program. Once enrollment has occurred in a graduate level program, CLEPs for foundation courses will not be accepted. Additionally, CLEP credit for foundation courses will not be accepted/awarded if a student has already taken or attempted the equivalent college-level course. CLEPs are not accepted for any MBA courses other than foundation courses as specified above.

16. Online MBA Admissions:
For those interested in completing the Online MBA, the admissions criteria are the same, but it should be noted that Mercer University complies with applicable state and federal regulations pertaining to Distance Learning programs and enrollment in these programs depends on the state laws where the student resides. Mercer University may not be able to offer these programs in your state. There are also special provisions for International applicants interested in the Online MBA. Please contact the SSBE Office of Admissions to discuss this as part of your application.

17. Academic Regulations:
It is the responsibility of each graduate student to become familiar with the above policies, other relevant catalog information, the university calendar, and the specific regulations of his/her degree program.

18. Non-Degree Seeking Policy
Applicants from an accredited institution (Regionally) and wish to take courses may apply as non-degree seeking students and take courses for which they are eligible. Please be aware that non-degree students do not receive a transfer evaluation of previous coursework. Non-degree seeking students aren't planning to get a degree from the university. They may already have a degree and need some specific courses or they might be taking courses solely for their own personal satisfaction, enrichment, or professional development. They may get assigned an adviser but there are no course requirements other than prerequisites for particular courses. Often, they are taking courses for the purpose of transferring them somewhere else immediately (transient student).

Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at the last institution attended. Registration is on a space-available basis and will require SSBE approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student.
Coursework taken as a non-degree student carries no degree credit. Up to 12 semester hours earned as an undergraduate non-degree student may be applied toward an undergraduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification. Up to 9 semester hours earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification provided that a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.).

Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student.

**Master of Business Administration Program**

The Master of Business Administration (MBA) degree is a professional degree for qualified students interested in the management of human, material, and financial resources in business, government, and non-profit organizations. The program is tailored to meet the needs of individuals already employed as managers, as well as persons preparing for advancement into middle management or administrative levels. To implement this mission, the MBA program is constructed around the following tasks and objectives:

- Examine the relationship between business and society in order to heighten each student's awareness of social dilemmas and value conflicts which affect an organization's performance;
- Develop a greater understanding of human behavior in organizations, and develop the attitudes and skills necessary to achieve effective working relationships;
- Develop analytical techniques and multi-disciplinary approaches useful in making and implementing decisions;
- Develop a strategic vision necessary to cope with complex managerial problems in a global environment.

**MBA Program of Study**

The MBA Program is delivered in 3 different formats, including The Evening MBA, The Online MBA, and The Full-time MBA. There are also separate program versions for the Executive MBA (EMBA) and the Professional MBA (PMBA). The following program of study applies to the Evening MBA and the Online MBA.

**Foundation Courses**

- BAA 505. Micro and Macro Economics
- BAA 510. Accounting and Finance
- BAA 530. Business Statistics

The Foundation Course(s) may be waived with the satisfactory completion of equivalent undergraduate courses, as evidenced by official transcripts.

**Core Program**

- BAA 601. Managerial Economics
- BAA 603. Managerial Accounting
- BAA 604. Issues in Business Law and Corporate Responsibility
BAA 605. Marketing Concepts and Practices
BAA 609. Corporation Finance
BAA 611. Operations Management Science
BAA 613. Ethical Leadership
BAA 699. MBA Capstone

The capstone course provides students with the opportunity to correlate, integrate, and apply the concepts and principles that have been learned in the MBA program. The course is normally taken as the final course in the MBA program and must be taken at Mercer.

**Specialized Track of Study**

Students may select a specialized track of study, which requires 12 semester hours (four courses) beyond the MBA core. The track must include an international elective (3 hours). Tracks include:

- Marketing
- Finance
- Economics
- General Business
- Human Resources
- Healthcare Management

**Full-Time (One Year) MBA Program of Study**

The one-year day MBA is designed to be an accelerated path to the MBA that allows completion of the degree in one year or less. It is a cohort program that begins in the summer semester and ends the following spring semester. Students are expected to register for all classes listed below each semester. Course requirements differ slightly from the Evening MBA; however, admission requirements are the same.

**SUMMER SEMESTER**

- Summer Semester II (9 hours) ***
  - BAA 505 Micro & Macro Economics*** (3 hours)
  - BAA 510 Finance & Accounting*** (3 hours)
  - BAA 530 Business Statistics*** (3 hours)

**FALL SEMESTER**

- Fall Semester I (9 hours)
  - BAA 601 Managerial Economics (3 hours)
  - BAA 603 Managerial Accounting (3 hours)
  - BAA 605 Marketing Concepts (3 hours)

- Fall Semester II (9 hours)
  - BAA 609 Corporate Finance (3 hours)
  - BAA 613 Ethical Leadership (3 hours)
  - BAA 614 Business Communications (1.5 hours)
  - BAA 615 Team Dynamics (1.5 hours)
SPRING SEMESTER (18 hours)

Spring Semester I (9 hours)
- BAA 611 Operations Management (3 hours)
- BAA 604 Corporate Law, Sustainability & Corporate Responsibility (3 hours)
- Elective (3 hours)

Spring Semester II (9 hours)
- Elective or Internship (3 hours)
- BAA 699 Strategy/Capstone (3 hours)
- International Course (chosen from existing MBA international courses) or studies abroad (3 hours)

TOTAL 45 Semester Hours

*** If needed. As with the Evening MBA, students may waive out of these foundation courses with the satisfactory completion of equivalent undergraduate courses prior to matriculation into the Full-Time MBA.

BBA/MBA Degree Program

Qualifying students who enter the Stetson School of Business and Economics may earn both the Bachelor of Business Administration degree (BBA) and the Master of Business Administration degree (MBA) via the accelerated combined BBA/MBA degree program. Upon successful completion of the program, the BBA and MBA degrees are concurrently awarded. The combined plan requires a total of 147 specified semester hours, 111 semester hours of undergraduate study and 36 semester hours of graduate study; 9 graduate hours are applied to both the undergraduate and graduate degrees. Admission criteria, degree requirements, and academic policies are as specified in the “Combined BBA/MBA Degree” portion of the undergraduate section of the Stetson School of Business and Economics Mercer University Cecil B. Day Catalog. This program is available only on the Atlanta campus.

Stetson School of Business and Economics and College of Pharmacy
Joint Master of Business Administration and Doctor of Pharmacy

Program Description

For qualified students at the College of Pharmacy, Mercer University provides an opportunity to pursue the Master of Business Administration (MBA) concurrently with the Doctor of Pharmacy (PharmD) degree. The MBA is earned through the Stetson School of Business and Economics (SSBE).

The MBA degree is for students interested in the management of human, material, and/or financial resources in business, government, or non-profit institutions. The degree is designed to complement the PharmD degree in a manner that will broaden the occupational and professional opportunities of the prospective graduate in community, industry, or institutional practice. The program has been carefully designed to permit concurrent pursuit of both the PharmD and MBA curriculum.
Admission Requirements

In order to apply for admission to the MBA Program, applicants must have a baccalaureate degree or 128 hours of college credit. Applicants must meet admissions requirements for both the PharmD and MBA programs. Applicants must submit current scores for the Graduate Management Admissions Test (GMAT) and follow the admissions procedures outlined on the SSBE website (http://business.mercer.edu/mba-atlanta/). A GMAT waiver may be available.

For detailed information on the program, contact the Director of the PharmD/MBA Program in the College of Pharmacy.

Stetson School of Business and Economics and the McAfee School of Theology
Joint Master of Business Administration and Master of Divinity

The dual MBA and M.Div. degrees integrate a foundation of business administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of MBA core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-nine (39) hour MBA degree. A full-time student could expect to finish the two degrees in four years of study.

Eligibility: Applicants must meet the admissions requirements for both the McAfee School of Theology and the Stetson School of Business and Economics. Applicants must submit current scores for the Graduate Management Admission Test (GMAT) and demonstrate completion of the foundation courses from the Stetson School of Business and Economics. Applicants may satisfy foundation course requirements with prior undergraduate or graduate course work as specified above, or by College Level Examination Program equivalents. The Director of Admissions of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Business Administration degree coursework.

Requirements: M.Div. students who are eligible for entrance into the MBA degree are required to take the following four MBA core courses: BAA 601 Managerial Economics, BAA 603 Financial and Managerial Accounting, BAA 605 Marketing Concepts and Practices, and BAA 609 Corporation Finance as the twelve (12) hours of MBA core course work to be credited into their M.Div. degree. If a student has demonstrated prior completion of one or more of the MBA core courses listed above he or she may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the MBA degree from any two of the following M.Div. courses: ETH 641 Introduction to Ethics, CRE 683 Leadership, and CRE 800 Managing Change and Conflict.
MASTER OF BUSINESS ADMINISTRATION CURRICULUM
BUSINESS ADMINISTRATION FOUNDATION AND CORE (BAA)

Some courses normally are offered only on the Cecil B. Day Campus in Atlanta (Atl), and some courses normally are offered only on the Macon campus (Mac). Courses indicated by * at the end of the description are normally offered at least once during each academic year. Courses indicated by ** are offered occasionally.

Foundation Courses

BAA 505. Micro and Macro Economics (3 hours)
This course is a study of economic theory applied to activities associated with the 21st century’s global and domestic perspectives. The course analyzes and reveals the environments that are significant in business activities as they relate to economic decision-making at the micro and macro levels. *

BAA 510. Accounting and Finance (3 hours)
This course is an introduction to business covering major accounting and finance issues. Topics covered include: analysis of financial statements including ratio and trend analysis; investment analysis; time value of money; evaluation of the quality of earning; forms of business organization and related taxation effects; and sources of capital and financing. *

BAA 515. Management and Marketing (3 hours)
This course provides an accelerated survey of basic management and marketing concepts, principles and processes. The course examines: (1) the role of the manager in today’s organizations with emphasis on leadership, communication, and managing human, financial and social resources and responsibilities; and (2) the development of a firm’s marketing strategy and the identification of a target market and related marketing mix (price, product, promotion and place).**

BAM 530. Business Statistics (3 hours)
This course will teach statistical methods that will help the student to make sound business decisions. Topics include numerical and graphical descriptive methods, correlation, contingency tables, probability concepts and distributions, confidence intervals, hypothesis tests, and important statistical tools: t-tests, Chi-Square Tests, ANOVA, and regression models. This course emphasizes application and interpretation rather than theoretical detail. *

Core Courses

BAA 601. Managerial Economics (3 hours)
Prerequisite: BAA 505.
This course offers a survey of economic tools and analysis available to the manager for business decision making. It includes such topics as pricing, forecasting, demand analysis, and macroeconomic policy as it affects the business environment. *

BAA 603. Financial & Managerial Accounting (3 hours)
Prerequisite: BAA 510.
This is a course designed to prepare managers to make effective business decisions using the organization’s accounting data. This includes the foundations of financial accounting, interrelations of financial statements, other forms of financial analysis, and the functions of managerial accounting. *
BAA 604. Issues in Business Law & Corporate Responsibility (3 hours)
This course will explore the legal environment and focus on the formation and operation of a variety of business organizations including the corporation, the partnership and the LLC (Limited Liability Company). It will examine the roles and obligations of organizational participants—the directors, officers, partners, and members, and examine best practices relating to corporate sustainability and social responsibility. Included are related issues such as stock trading, valuation, shareholder’s rights, mergers and acquisitions, insider trading and antitrust laws. The course will also explore topics in contract law and intellectual property. *

BAA 605. Marketing Concepts and Practices (3 hours)
Prerequisites: BAA 515.
The course provides an analysis of marketing’s role in the firm. It addresses the activities involved in marketing products and services. Topics examined include global marketing, market analysis and segmentation, consumer behavior, product development and management, pricing, promotion and distribution. *

BAA 609. Corporation Finance (3 hours)
Prerequisites: BAA 510, with BAA 603 highly recommended.
The course focuses on the conceptual and practical problems associated with the financial management of non-financial firms. Topics include valuation of the firm, capital budgeting, risk, cost of capital, capital structure, dividend policy, and investment strategies. Completion of BAA 603 is strongly recommended before BAA 609. *

BAA 611. Operations Management Science (3 hours)
This course focuses on the strategic and tactical issues in managing the creation and distribution of goods and services. Concepts and techniques for process and project management are covered. A broad base of topics related to operations management and management science are emphasized. *

BAA 613. Ethical Leadership (3 hours)
Prerequisite: BAA 515.
This course offers a multidisciplinary approach to the issues of ethical business practice. It examines the concept of leadership as a specialized role and as a social influence process in organizations and in society at large. The course provides an in-depth study of the attributes, roles, and skills that define effective leadership behavior. Emphasis is placed on understanding the rational and emotional processes inherent in leadership within diverse political, economic and socio-cultural systems. *

BAA 614. Business Communications (1.5 hours)
This course is intended to develop oral and written communication skills that are important in effective business as well as classroom communication. Students will not only review the essential elements of writing but also research and analytical methods required for graduate studies. (Full-time MBA Only) *

BAA 615. Team Dynamics (1.5 hours)
This course explains how employees work in teams for the completion of organizational goals. Emphasis is placed on self-directed teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results through productive team dynamics. (Full-time MBA Only)*

BAA 699. MBA Capstone (3 hours)
Prerequisite: Restricted to candidates who have completed the core program and are in good standing. May not be taken in conjunction with another course.
This is normally taken as the final course in the MBA program. The culmination course for the MBA program, it provides students with the opportunity to correlate, integrate and apply the concepts and principles learned in the core and elective courses of the MBA program. *

BUSINESS ADMINISTRATION ELECTIVES (BA)

Completion or approved coverage of all Foundation courses and completion of the listed Core course(s) are prerequisites for all elective courses.

BA 625. Special Topics (3 hours)
Special Topics courses are designed to provide instruction in areas and subjects that are not offered in the program curriculum as shown in the catalog. Special Topics is a mechanism that facilitates the development of new courses, and encourages curricular experimentation and development. *

BA 626. Independent Study (3 hours)
Independent Study is designed to allow an individual student to study in an area or subject that is not offered in the program curriculum as shown in the catalog. The student's proposal for Independent Study must be planned with and approved by an instructor, and must be approved by the program director. Maximum degree credit of Independent Study for any student is 3 semester hours. **

BA 628. MBA Internship (1 - 3 hours)
The intern program is designed to provide the student on-site (as a minimum) 60 work hours of experience in business administration. The intern program must be substantially different from any business experience that the student has had. The intern program cannot be at a location where the student is employed, or where the student has been employed. The student must have completed at least 15 semester hours in the MBA program, have earned a grade-point average of at least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship advisor, who will be responsible for establishing the internship objectives and coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor, the intern's study and review the student's work and assign the grade. May not be taken more than once. **

Accounting/Taxation

BA 630. Individual Income Tax (3 hours)
Prerequisite: BAA 603.
This is an introduction to the basic skills and concepts needed for individual income taxation. It provides a foundation of tax knowledge which can be expanded into special areas. (Atl)**

BA 635. Corporate, Partnership, and Estate Taxation (3 hours)
Prerequisites: BAA 603.
This course examines the income taxation of corporations and partnerships including operating, formation, and distributions. Gift and estate taxation issues are also addressed. **

BA 637. Governmental and Not-For-Profit Accounting (3 hours)
Prerequisite: BAA 510 (or approved undergraduate equivalent) and consent of instructor.
This is a study of the principles of fund accounting for and financial reporting by not-for-profit and government entities. It also addresses Comprehensive Annual Financial Report (CAFR) analysis and current topics in the content area. **
BA 655. Advanced Auditing (3 hours)
Prerequisite: ACC 431.
This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined.**

BA 657. Advanced Accounting (3 hours)
Prerequisite: ACC 371, 372, and 373, or consent of the instructor.
This is a study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and not-for-profit organizations. It implements a case approach. Credit will not be awarded if credit for ACC 436 or equivalent has already been awarded.**

Economics

BA 668. Macroeconomics (3 hours)
Prerequisite: BAA 601.
This is a study of aggregate economic activity. It analyzes unemployment, inflation, and growth, integrating monetary and fiscal theory with models of wage and price flexibility. Emphasis is placed upon analytical methods that enable managers to understand and predict the effect of overall economic fluctuations on their firm. (Mac)**

BA 678. International Economics (3 hours)
Prerequisite: BAA 601.
This is an introduction to foreign-trade theory and commercial policies. Topics include the theory of international trade, commercial policies, balance of payments and domestic stability, offer curves and the terms of trade, and international trade strategy.**

BA 698. China’s Economy and Business Environment (3 hours)
Prerequisite: BAA 601.
An introduction to the organization and development of China’s economic transition from planning to markets, and the opportunities and challenges for international business and the U.S. economy.**

Finance

BA 641. Financial Reporting (3 hours)
Prerequisite: BAA 609.
This is a critical analysis of reporting practices and complexities encountered by corporations within the framework of generally accepted accounting principles. It places emphasis upon management’s responsibility to communicate financial information in a significant manner to individuals and groups. (Mac)**

BA 670. Seminar in Financial Management and Policy (3 hours)
Prerequisite: BAA 609.
This course applies advanced topics in Financial Management to real-world case studies. The course emphasizes decision making; prior elective course work in Finance is strongly recommended.**
BA 671. Corporate Restructuring via Mergers and Acquisitions (3 hours)
Prerequisite: BAA 609.
This course offers an intermediate-to-advanced treatment of the topic of corporate control, a topic of growing importance that has become popular in corporate America. Some of the broad topics to be covered in this course include: theory of the firm and corporate activity, economic rationale for the existence of the firm and for the major types of mergers, theories of mergers and tender offers, empirical tests of some of the more important theories, sell-offs and divestitures, methods of payment and leverage, takeover defenses, and legal framework of mergers.

BA 672. Financial Institutions (3 hours)
Prerequisite: BAA 609.
This course entails an analysis of money and credit in the United States banking system and the impact of monetary and fiscal policies upon business decisions and economic activity.

BA 673. Capital Budgeting (3 hours)
Prerequisite: BAA 609.
This is an analytical course which introduces advanced mathematical and statistical concepts into the analysis of the financial decision-making process.

BA 674. Investment Analysis & Portfolio Management (3 hours)
Prerequisite: BAA 609.
This is a rigorous and empirical study of the elements of investment, investment background and modern investment theory, analysis and valuation of equity securities and bonds, asset pricing and portfolio theory, and evaluation of portfolio performance.

BA 675. International Finance (3 hours)
Prerequisite: BAA 609.
This course familiarizes the student with a changing international scene. It introduces foreign exchange, interest rate risk, arbitrage, spot and forward rates, and hedging.

BA 694. Financial Derivatives: Options and Futures (3 hours)
Prerequisite: BAA 609.
This course explores the latest derivative markets. These markets are the Futures, Options, Futures on Options and other financial engineering instruments. The objective is to use these instruments either as an individual investor or for hedging purposes by corporate managers.

Health Care Management (HCM)

HCM 600. Elements and International Health (3 hours)
This course defines health and health status from an epidemiological analysis of population health. It examines the U.S. health care delivery system, policy influences, structure and professional composition. Major topics include financing, organization, and delivery of health services as well as U.S. policy issues that affect the performance of the health care system in regard to cost, access, and quality.

HCM 602. Ethical Issues in Health Care Management (3 hours)
This course introduces the ethical environment of health-care and the framework of ethical decision making. Ethical considerations of health-care management are discussed from the perspective of the provider, payer, consumer and regulator.
include advance directives, living wills, physician-assisted suicide, quality of life and end-of-life decisions.**

**HCM 603. Health Care Economics and Finance (3 hours)**
This course covers an analysis and evaluation of the economic, financial and payment environment of the health-care consumer, provider, institution and the different organizations found in the health-care industry. These areas are integrated to provide a complete understanding of the managed-care organization's economic, financial and payment objectives to provide health services to all health-care clients.**

**HCM 604. Quality Management and Evaluation Methods (3 hours)**
This course provides a comprehensive review of current quality-management principles and concepts that focus on systemic improvement methods and tools to improve processes. It addresses the management and measurement of outcomes through critical pathways, reference databases, practice guidelines and state and federal quality measurement initiatives. Approaches to health-care research and program evaluation are discussed.**

**HCM 645. Managed Care and Third Party Payers (3 hours)**
Prerequisite: HCM 600 or permission of instructor
Health-care delivery and financing through managed care are the topics of this course. The structure of managed-care products, their objectives, and their market perception are discussed. The impact of these reimbursement vehicles on health-care cost, health outcomes and customer/consumer satisfaction are examined. Included is a review of the financing of health care on the state and federal level and the integration of managed care in the publicly funded programs of Medicare and Medicaid as well as national and state health-care reform.**

**HCM 650. Health Care Information Management (3 hours)**
This course deals with information-systems management and operations research for problem solving in health-care organizations. Converting data to information and its application are the basis of the course. The student is introduced to hardware, software and system architecture applicable to health-care information management.**

**HCM 667. Role of Public Health in the U.S. Health Care Delivery System (3 hours)**
This course provides an introduction to the concepts and practices of public health at the community, state, and national levels. It examines the philosophy, purpose, organization, functions, activities and results of public health practice. The important health issues and problems facing the public health system are also addressed, along with approaches and constraints to solving these problems. The course emphasizes the importance of disease prevention and health promotion in our society.**

**HCM 670. Health Care Law (3 hours)**
This course investigates legal issues concerning health-care management. Topics discussed include introduction to the legal system, health-care reform, professional liability, contract and employment issues, patients' rights, bioethics, and other legal and regulatory issues that affect health-care management.**

**International Business**

**BA 620. Study Abroad (3 hours)**
This course involves travel to a foreign country or countries in order to interview and consult with business managers, labor leaders, academics, and public officials. It includes lectures, discussions, and facilities tours, and analysis of the role and impact of
cultural, economic, social, political and legal influences on management philosophy and practice. It examines business theories and practices in different national settings. Research reports and oral presentations are required. Direct costs such as airfare, meals and lodging are added to normal tuition charges. (Atl) *

**BA 675. International Finance** (3 hours)
Prerequisite: BAA 609.
See description under Finance.

**BA 678. International Economics** (3 hours)
Prerequisites: BAA 601.
See description under Economics.

**BA 681. International Marketing** (3 hours)
Prerequisite: BAA 605.
See description under Marketing

**BA 696. International Management** (3 hours)
Prerequisite: BAA 613.
See description under Management.

**Management**

**BA 676. Applied Decision Sciences** (3 hours)
Prerequisite: BAA 611.
This course focuses on management simulation through the use of a computer game. Students are divided into teams for decision-making purposes and compete with other teams. The course emphasizes quantitative models such as multiple regression and linear programming. It entails extensive use of computer software relevant to the models and techniques introduced; however, it assumes no computer programming knowledge. (Atl)**

**BA 684. Entrepreneurship, Intrapreneurship and Innovation** (3 hours)
Prerequisites: BAA 613.
This course covers the basics of what entrepreneurship and intrapreneurship are today, including a focus on e-commerce. It covers the nature of the entrepreneur, firm successes and failures, the overall world climate for entrepreneurship, and marketing, financial analysis and overall business planning. Students develop a business plan as part of the class experience. *

**BA 690. Organization Theory** (3 hours)
Prerequisite: BAA 613
This course acquaints the student with various schools of thought and current issues of concern in organization theory. It includes the analysis of organizations through the study of the development of organizations, organizational change, the impact of structural characteristics on the organization and the use of power in organizations.**

**BA 691. Human Resource Management** (3 hours)
Prerequisite: BAA 613
This course examines the fundamentals of human-resource management. It emphasizes the individual-organization interface and the administration of the personnel function to achieve organizational objectives.**
BA 692. Organizational Behavior (3 hours)
Prerequisite: BAA 613
This course describes and analyzes the growth, development and application of behavioral science to industrial society. It emphasizes the social, psychological and cultural aspects of the work situation, using behavioral patterns as the basic unit of observation. Attention is focused upon such topics as industrial sociology, organization, social control, personnel psychology and industrial social psychology. This course is designed to equip a manager with the knowledge, conceptual framework, skill and experience needed to design and manage effective human-resource systems.**

BA 696. International Management (3 hours)
Prerequisite: BAA 613.
Managers increasingly work either with an ethnically diverse domestic work force or at cross-national or cross-regional interfaces. To improve performance in these settings, this course examines ways in which cultures vary and how these variations as well as other differences in the world affect work values, expectations and practices. The course then explores ways of effectively managing cultural diversity and managing in international settings.**

Management Information Systems

BA 607. Management Information Systems (3 hours)
This course provides an understanding of the concepts and fundamentals of information systems and information technologies, the challenges of designing and implementing them, and their potential impact on the organization. The course covers the strategic role of information technology; the corporate impact of information technology; building blocks of information technology (data, knowledge and information); the Internet and e-business; information systems development; and information technology infrastructure, architecture and management.**

BA 660. Information Resource Management (3 hours)
Prerequisite: BAA 607.
Information Resource Management (IRM) provides an overview of a number of the people and technical issues related to Information Systems (IS) planning, development, organization, evaluation and control. It examines the impacts of IS on users at various levels of the organization and reviews applications of emerging technologies. The goal is to integrate the issues and concepts discussed so that common themes and relationships become apparent. The focus is on practical applications of the material. (Atl)**

BA 663. Systems Planning and Implementation (3 hours)
This course provides an overview of various methodologies for systems development and project management. Topics include process design and reengineering, project definition and scheduling, and data-flow analysis. The focus of this course is on planning for effective information-based systems.**

BA 665. Technology and the Law (3 hours)
Prerequisite: BAA 604.
An investigation of various legal issues relevant to the digital world. Topics may include protection of intellectual property: copyright, patent, trade secret and trademark law; contract law: acquiring hardware and software, licensing agreements and employee agreements; tort liability; physical and economic injury, strict liability and computer malpractice; the right of privacy; computer crime; and social media issues.**
Marketing

BA 627. Marketing Research (3 hours)
Prerequisite: BAA 605.
This course is a study of the methods and procedures designed to provide management with information for making decisions. The gathering and analysis of data in business and public organizations receive primary emphasis. Topics include the use of secondary data and the various sources for secondary data, the appropriate collection of primary data, the analysis of data, and the use of summary data.**

BA 662. Social Media and eMarketing (3 hours)
Prerequisite: BAA 605.
This course focuses on the strategy and decision-making aspects of electronic marketing, to include the constantly evolving marketplace of mobile solutions and key social media channels. The course emphasizes various choices available for creation and execution of a modern, efficient and effective promotional campaign. It is relevant to both business-to-consumer and business-to-business settings. *

BA 680. Business to Business Marketing (3 hours)
Prerequisite: BAA 605.
This course gives students an overview of industrial marketing and an understanding of the unique nature of the elements within industrial-marketing strategic planning. (Atl)**

BA 681. International Marketing (3 hours)
Prerequisite: BAA 605.
This course is an examination and analysis of the social, cultural, political/legal and economic environments facing international marketers, problems in the marketing organizational structure of multinational firms, and control of the international marketing function. The course focuses on alternative marketing strategies for cross-national marketing and the development of successful international strategies. (Atl) *

BA 682. Buyer Behavior (3 hours)
Prerequisite: BAA 605
This course focuses on the study of the behavior of buyers of consumer and industrial goods and services. Special emphasis is placed on increasing the student's sensitivity to, and understanding of, buyers and their behavior and providing the student with experience in applying this knowledge to effective marketing management decisions. (Atl) *

BA 684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)
Prerequisites: BAA 605, BAA 613 and BAA 609 or permission of instructor.
See description under Management.

BA 686. Marketing Promotion (3 hours)
Prerequisite: BAA 605.
This course focuses on decision making in the management of the elements of the firm's promotional mix such as advertising, sales promotion, publicity, and packaging and branding. Special emphasis is placed on the use of promotional tools as they are used in promotional strategy formulation. (Atl)**

BA 689. Strategic Marketing (3 hours)
Prerequisite: BAA 605 and two additional 600-level marketing electives.
This course analytically examines the decision-maker's process in producing a marketing strategy consistent with factors underlying various situations. It emphasizes case analysis to help develop strategic marketing skills.**
Technology Management

BA 622. Productivity and Quality Management (3 hours)
This course provides the student with an understanding of the concepts and fundamentals of productivity and quality needs, and techniques used in modern business organizations. Emphasis is on proper planning and implementation activities for production at all levels of product and service development. **

BA 644. Technology and Innovation Management (3 hours)
A consistent challenge to modern businesses is to optimize organizational member performance. One approach is to improve the probability that members will make appropriate decisions and follow those decisions with effective actions. Such an approach requires that both information and technology be focused to support member decision processes. This course integrates basic management principles with techniques in information systems and technology. It emphasizes the application of combined information, hardware, and software solutions to business processes. *

BA 664. Electronic Commerce (3 hours)
Technology is a driving force in the trend of globalization. This course examines how organizations are relying on the Internet for marketing and management purposes. Emphasis is on implementing electronic commerce as a business strategy, leveraging information technologies for business processes, and reviewing state-of-the-art applications used in product, service, and information sectors. Legal and ethical issues of electronic commerce are also addressed. **

BA 684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)
Prerequisites: BAA 605, BAA 613 and BAA 609 or permission of instructor.
See description under Management.

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA) PROGRAM

The PMBA program is conducted in four modules and four retreats. It is delivered in a virtual format concurrently in Atlanta, Macon, and Savannah. Students will study complementary business topics in thematically integrated courses varying in the number of credit hours. All courses are offered in sequences as scheduled in the 16 month cohort calendar.

PMBA Retreats: (9 hours)

PBA 641a. Retreat 1: High Performing Organizations and Communications (2 hours)
This is an orientation to the PMBA program. Topics include building high performance teams, contemporary leadership thinking, and skills in negotiating conflict and resolution of disputes. Students will also strengthen business communication skills.

PBA 641b. Retreat 2: Business Math and Statistics (2 hours)
This retreat provides students with the mathematical and statistical background necessary to perform quantitative analysis of business situations. It also introduces students to specific techniques such as project management, time value of money, and forecasting, which are examined in more detail in later course work.
PBA 641c. Retreat 3: Field Residency and Research Paper (3 hours)
Students will visit business commercial centers to examine and observe concepts learned in their course of study. The residency includes an in-depth research paper to explore a topic of interest that corresponds to the visit focus.

PBA 641d. Retreat 4: Seminar on Leadership, Ethics and Governance (2 hours)
This retreat differentiates ethics from legal and regulatory compliance. The principle-agent relationship and its role in corporate governance are explored. The framework for ethical decision-making is discussed and theoretical perspectives examined.

Module 1: The Environment of Business (9 hours)

PBA 651a. Financial Accounting and Reporting (3 hours)
Financial accounting and reporting explain the accounting regulatory environment and its impact on financial accounting and reporting. Annual external financial reports prepared by business enterprises are analyzed.

PBA 651c. Economic Conditions and Market Fundamentals (3 hours)
Essential macro and microeconomic concepts including GDP, wages and employment, and inflation are introduced. Financial markets, interest rates and risk are examined. Topics include supply and demand, elasticity, and market analysis and macro environmental policy.

PBA 651d. Marketing Concepts & Consumer Behavior (3 hours)
Marketing environmental factors such as the competition, the consumer, research issues, segmentation concepts, and positioning strategies are examined. This course emphasizes identification and assessment of the variety of marketing factors that are critical to the development of efficient and effective marketing initiatives.

Module 2: Making Decisions that Create Value (9 hours)

PBA 652a. Financial Decisions for Corporate Valuation (3 hours)
Making internal decisions that create value in the business enterprise is the central theme. Topics include competing models about the goal of a firm, investment decision-making, financing decisions, evaluating investment proposals and selection of value-creating projects as well as corporate valuation.

PBA 652b. Quantitative Approaches to Optimizing Operations (3 hours)
This course focuses on the concepts and techniques used to optimize business processes and manage projects. Approaches include tools used in making optimal decision and their applications including linear programming, decision trees and regression analysis.

PBA 652c. Managerial Approaches to Maximizing Resources (1.5 hours)
Management styles and decision-making styles used to optimize employee’s productivity are studied and evaluated for organizational effectiveness. The importance of culture and organizational behavior as well as motivation and human resource practices to enhance business processes are discussed.

PBA 652d. Managerial Accounting (1.5 hours)
An introduction to the product costing concepts required for managerial decision-making. The course provides an in-depth study of cost behavior, cost allocation and cost estimation. Other topics include transfer pricing, segment elimination and profitability analysis.
Module 3: Application of Business Concepts (9 hours)

PBA 653a. Contemporary Topics in Management (3 hours)
Discussion of current topics facing business managers is the course focus. Issues include management of a diverse work force and understanding the social and cultural issues that exist in the global business environment. Responses to these challenges are discussed. Approaches to managing change and legal requirements are examined.

PBA 653b. Global Macroeconomics (3 hours)
Economic trade theory and commercial policies essential for businesses operating internationally include topics such as the theory of international trade, commercial policies, balance of payments, foreign exchange rate determination and risk management. Macroeconomic policies are evaluated.

PBA 653d. Legal Issues Affecting Businesses (3 hours)
An introduction to the American legal system. Topics include the court system, litigation, constitutional law, contract law, tort law, agency, business organizations and intellectual property.

Module 4: Corporate Strategy—Implementation and Formation (12 hours)

PBA 654a. Information Technology and Strategic Alignment (1.5 hours)
Information technology as an enabler to strategy execution is the subject of discussion. The evolving role of the CIO and the importance of strategic alignment with information technology are identified.

PBA 654b. Marketing Strategies (3 hours)
This course analyzes the decision maker’s process in producing a marketing strategy consistent with factors that are influencing the marketing environment. The focus of this course is on the development of products/services, pricing, distribution, and promotion strategies that satisfy customer needs and wants and facilitate profitable, long-term relationships with those customers.

PBA 654c. Financial Resources for Corporate Strategy (3 hours)
Exploring the corporate creation of value that supports the business’ objectives and the virtues and pitfalls of the competitive analysis approach are compared. Evaluation of real investments and application is included. Capital allocation decision and capital structure as well as discussions of financial decision making strategies to minimize risk exposure are examined.

PBA 654d. Strategic Management (3 hours)
The development and execution of strategy is examined. Students will have the opportunity to integrate and apply the concepts and principles from other courses in the program to develop effective and successful business strategy. Case analysis is used to apply these concepts.

PBA 654e. Strategy Simulation (1.5 hours)
Students experience through this simulation the competitive and dynamic business environment and participate as member of an executive team. Resolving issues and making collective and individual decisions to drive business performance is the focus of this experience.
The EMBA program is conducted in four semester-long terms and four shorter retreats. Students will study complementary business topics in thematically integrated courses varying in the number of credit hours. All courses are offered in sequences as scheduled in the 16 month cohort calendar.

Module 1: Analysis of the External Environment (11 hours)

EBA 621a. Retreat 1: High Performing Organizations and Communications
This is an orientation to the EMBA program. Topics include building high performance teams, contemporary leadership thinking, and skills in negotiating conflict and resolution of disputes. Students will also examine business communication skills.

EBA 631a. Financial Accounting and Reporting
Financial accounting and reporting ensures student understanding of the current accounting regulatory environment and its impact on financial accounting and reporting. Annual external financial reports prepared by business enterprises are analyzed.

EBA 631b. Legal Issues Affecting Businesses
An introduction to the American legal system includes topics such as the court system, litigation, contract law, tort law, business organizations and intellectual property.

EBA 631c. Economic Conditions and Financial Markets
Essential economic concepts including GDP, wages and employment, and inflation are introduced. Financial markets, interest rates and risk are examined.

Module 2: Making Decisions that Create Value (11 hours)

EBA 621b. Retreat 2: Business Math and Statistics
This retreat focuses on strengthening and reviewing mathematical approaches used in business decision-making. Normal distribution of data and interpretation is examined.

EBA 632a. Financial Decisions for Corporate Valuation
Making internal decisions that create value in the business enterprise is the central theme of this course. Topics will include competing models about the goal of a firm, investment decision-making, financing decisions, evaluating investment proposals and selection of value-creating projects as well as corporate valuation.

EBA 632b. Quantitative Approaches to Optimization
Tools used in making optimal decisions and their applications include linear programming, decision trees and regression analysis. Included is strategic interactions with competitors based on market structure as well as pricing, market positioning, and competitive responses to maximize the value of the firm.
EBA 632c. Maximizing Human Resources  (3 hours)
Human capital is the most important resource of a company. Human resource decision-making and optimizing employees is examined. Employment law, compensation, and corporate responsibility are discussed.

U.S. Commercial Center Residency included as a part of the module above.

Module 3: Competing in a Global Environment (11 credits)

EBA 621c. Retreat 3: Preparing to Go Global  (5 hours)
(International Residency)
This international residency allows students to observe experience and evaluate cross-cultural challenges and opportunities in the business context. The experience will focus awareness on the differences in economic, political and cultural perspectives and how to leverage them.

EBA 633a. International Marketing and Management  (3 hours)
Due to an ethnically diverse domestic work force at cross-national or cross-regional interfaces, an understanding of the diverse socio/cultural, political/legal, and economic systems that exist in the global business environment are identified. Strategies to manage and market to the global customer are explored including risk for business entry and trade.

EBA 633b. International Economics  (3 hours)
Economic trade theory and commercial policies essential for businesses operating internationally includes topics such as the theory of international trade, commercial policies, balance of payments, foreign exchange rate determination and risk management.

Module 4: Corporate Strategy—Implementation and Formulation (15 credits)

EBA 621d. Retreat 4: Seminar on Leadership, Ethics and Governance  (3 hours)
This retreat will differentiate ethics from legal and regulatory compliance. The principle-agent relationship and its role in corporate governance will be explored. The framework for ethical decision making will discussed and the theoretical perspectives examined.

EBA 634a. Information Technology and Strategic Alignment  (3 hours)
Information technology as an enabler to strategy execution is the subject of discussion. The evolving role of the CIO and the importance of strategic alignments with technology is illustrated.

EBA 634b. Marketing Strategies for Corporate Success  (3 hours)
This course analytically examines the decision maker’s process in producing a marketing strategy consistent with factors that are influencing the marketing environment. The focus of this course will be on the development of products/services, pricing, distribution, and promotion strategies that satisfy customer needs and wants and facilitate profitable, long-term relationships with those customers.

EBA 634c. Financial Resources for Corporate Strategy  (3 hours)
This course explores corporate creation of value that supports the business' objectives. The virtues and pitfalls of the competitive analysis approach are compared. Evaluation of real investments and application is included. Capital allocation decision and capital
structure as well as discussions of financial decision making strategies to minimize risk exposure are examined.

**EBA 634d. Strategy Development and Delivery (3 hours)**

Through business simulation, students run their own companies and measure their strategic acumen. The opportunity is to integrate information across the business disciplines and course experiences. Strategic management issues and tools for decision making are included through case analysis.

**MASTER OF ACCOUNTANCY PROGRAM (MAcc)**

The Master of Accountancy degree is intended to provide students with the knowledge and skills consistent with a professional graduate degree. The program is designed to prepare students for careers in public or private accounting and enable them to achieve career advancement in the accounting profession. To implement this mission, the MAcc program is constructed around the following objectives and outcomes:

- Provide students with the necessary background for entry into, and advancement in the accounting profession.
- Enhance and further develop the written and verbal skills necessary for success in the accounting profession.
- Provide the educational requirements necessary to qualify graduates to sit for the Uniform CPA exam.
- Provide the educational requirements necessary to qualify graduates for CPA licensure for the State of Georgia.

The MAcc program comprises 30 graduate semester hours (not including foundation or prerequisite courses), including a twenty-one hour Accounting core, and nine hours of approved graduate business electives.

**Requirement for Admission to the Master of Accountancy Program**

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Programs section.

**Academic Policies for the Master of Accountancy Program**

Students should refer to the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Programs portion of this Catalog.

**Program of Study**

**Foundation Courses¹** (0 - 15 hours)

- BAA 510 Foundations of Accounting and Finance
- ACC 550 Intermediate Accounting I
- ACC 555 Intermediate Accounting II
- ACC 530 Auditing
- ACC 535 Individual Tax

¹ May be waived with appropriate prior college course work.
Core Program
ACC 601 Accounting Theory
ACC 602 Seminar in AIS
ACC 603 Seminar in Tax
ACC 620 Accounting & Tax Research
ACC 621 Advanced Financial Statement Analysis
ACC 640 Advanced Accounting Topics
ACC 641 International Financial Reporting Standards (IFRS)
ACC 655 Advanced Auditing

Electives
Choose three 600 level BAA, BA, or ACC courses

MAcc Summary
Core Electives 21
Electives 9

Total MAcc Program 30 hours

MASTER OF ACCOUNTANCY CURRICULUM
ACCOUNTING FOUNDATION, CORE AND ELECTIVES (ACC)

Courses indicated by * at the end of the description are normally offered at least once during each academic year. Courses indicated by ** are offered occasionally.

Foundation Courses

BAA 510. Foundations of Accounting and Finance (3 hours)
See MBA course description. *

ACC 550. Intermediate Financial Accounting I (3 hours)
Prerequisites: BAA 510 or equivalent.
This course is a study of the theory and principles underlying financial statements. It is a concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the income statement and the balance sheet. Included is basic financial statement analysis. The theory and issues related to the recognition and measurement of cash, receivables, inventories and revenue, the time value of money, and recognition and measurement of property, plant and equipment, depreciation, and intangible assets. *

ACC 555. Intermediate Financial Accounting II (3 hours)
Prerequisite: ACC 550.
This course is an in depth study of theory and issues related to recognition and measurement of current liabilities, long-term liabilities, stockholders’ equity, cash flows, earnings per share, investments, income taxes, pensions and leases, accounting changes and error analysis, full disclosure, and constant dollar. *

ACC 530. Auditing (3 hours)
Prerequisite: ACC 550 or equivalent.
Corequisite: ACC 555 or equivalent.
A study of objectives, standards, and procedures involved in examining and reporting on financial statements of business organizations by independent auditors. *
ACC 535. Individual Tax (3 hours)
Prerequisite: BAA 510 or equivalent.
A study of the basic principles and concepts of federal income taxation of business entities (sole proprietorships, partnerships and limited liability entities, C corporations and S corporations). Brief coverage of Federal taxation of individuals. *

Core Courses

ACC 601. Accounting Theory (3 hours)
Prerequisite: BAA 510.
This course focuses on financial accounting theories, current pronouncements, problems of income determination, and accounting research and research methodology applied to accounting issues. *

ACC 602. Seminar in Accounting Information Systems (3 hours)
Prerequisite: ACC 550 and ACC 555 or equivalent.
This course is a study of theories and practices on the design, implementation, integration and application of accounting information systems (AIS). Topics covered include: AIS transaction processing cycles such as general ledger, revenue, expenditure, and management reporting; risks and internal control mechanisms involved in each cycle; business documentation and reporting required for each cycle; fraud detection and ethical considerations in AIS implementation and application. *

ACC 620. Issues in Accounting & Taxation Research (3 hours)
Prerequisites: BAA 510.
This course is an introduction to research as well as an opportunity to look at topics of current interest and importance in accounting practice. The course includes such topics as the research methodology, primary sources of research, computer research tools and the implementation of research tools. *

ACC 621. Advanced Financial Statement Analysis (3 hours)
Prerequisites: ACC 550 and ACC 555 or equivalent.
This course will provide students with the advanced tools to analyze and use the information in corporate financial statements. The course will also increase the students’ abilities to detect earnings management, and is intended to enhance students’ analytical skills. Finally, the course will emphasize the role of accounting information in earnings-based and free cash flows-based valuation. *

ACC 640. Advanced Accounting Topics (3 hours)
Prerequisite: ACC 550 and ACC 555 or equivalent.
This is a study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and not-for-profit organizations. Credit will not be awarded if credit for ACC436 or equivalent has already been awarded. Topics will vary. *

ACC 641. International Financial Reporting Standards (IFRS) (3 hours)
Prerequisite: ACC 550 and ACC 555 or equivalent.
This course focuses on international accounting standards. It addresses the issues in international financial reporting which include organizations and efforts in international accounting harmonization, international financial reporting standards and reporting standards in foreign countries. *

ACC 655. Advanced Auditing (3 hours)
Prerequisite: ACC 530 and ACC 550 and ACC 555 or equivalent.
This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined. *

**MAcc Electives**

Electives can be selected from any 600 level BAA and BA courses or from the following ACC electives.

**ACC 603. Seminar in Taxation (3 hours)**
Prerequisite: ACC 535 or equivalent.
This course takes an in depth look at domestic and international tax issues that are significant to the accounting profession. Potential topics include current tax policy, corporate tax planning, compensation and retirement planning, and components of the tax gap.**

**ACC 650. Accounting Internship/Project (3 hours)**
Prerequisite: 18 graduate semester hours in the MAcc program.
The student must have completed at least 18 graduate semester hours in the MAcc program, have earned a grade point average of least 3.0, and have received the program director’s permission before enrolling in an academic internship. The student will be assigned an academic internship/project advisor, who will be responsible for establishing the internship/project objectives and, if appropriate, coordinating these with the internship sponsor at the employer. The student’s advisor will oversee, with the help of the sponsor as appropriate, the intern’s study and review the student’s work and assign the grade.**

**MBA/MAcc Dual Degree Program**

This dual degree program is intended for students who wish to pursue a graduate business administration and accountancy degree concurrently. The dual program requires 48 credit hours of graduate courses. This professional degree for qualified students is intended for those interested in the management of human, material, and financial resources in business, government and non-profit organizations in addition to preparation for public or private accounting and career advancement in the accounting profession. The dual degree meets the course requirements to be eligible to take the CPA exam. Students earn both the Master of Business Administration degree (MBA) and the Master of Accounting (MAcc) degrees via an accelerated combined MBA/MAcc degree program.

The combined plan requires a total of 48 semester hours with specified course work in both the MBA and MAcc curriculum (12 credits from MAcc curriculum apply to the MBA and 9 credits from the MBA curriculum apply to the MAcc degree). This program is only available on the Atlanta campus. Upon successful completion of the dual degree program, the MBA and MAcc degrees are concurrently awarded.

Students who do not complete the whole dual degree program may be awarded either the MBA or MAcc degree upon the successful completion of all degree requirements for the individual degree as published in the Catalog in effect at the time of matriculation to Mercer.

**Admission to the Dual MBA/MAcc Degree Program**

The admission requirements for this dual degree are the same as that of the MBA and MAcc degree programs.
# Course of Study for the Dual MBA/MAcc Degree

## Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BAA 505.</td>
<td>Macro and Micro Economics</td>
</tr>
<tr>
<td>BAA 510.</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>BAA 515.</td>
<td>Management and Marketing</td>
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<tr>
<td>ACC 550.</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>ACC 555.</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>ACC 530.</td>
<td>Auditing (cross listed with ACC 431)</td>
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<tr>
<td>ACC 535.</td>
<td>Individual Tax (cross listed with ACC 375)</td>
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## MBA Core

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BAA 601.</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>BAA 604.</td>
<td>Issues in Business Law &amp; Corporate Responsibility</td>
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<tr>
<td>BAA 605.</td>
<td>Marketing Concepts and Practices</td>
</tr>
<tr>
<td>BAA 609.</td>
<td>Corporation Finance</td>
</tr>
<tr>
<td>BAA 611.</td>
<td>Operations Management Science</td>
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<tr>
<td>BAA 613.</td>
<td>Ethical Leadership</td>
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## MAcc Core

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<tr>
<td>ACC 601.</td>
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<tr>
<td>ACC 640.</td>
<td>Advanced Accounting Topics</td>
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<tr>
<td>ACC 655.</td>
<td>Advanced Auditing</td>
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## International Electives

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<th>Course Code</th>
<th>Course Title</th>
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## Capstone

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BAA 699.</td>
<td>MBA Capstone</td>
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</table>

## REQUIRED COURSE SUMMARY:

- MBA Core: 18 hours
- MAcc Core: 18 hours
- International Elective: 3 hours
- Capstone: 3 hours
- Electives: 6 hours

**TOTAL 48 Hours**
MASTER OF SCIENCE IN BUSINESS ANALYTICS  
PROGRAM (MSBA)

The Master of Science in Business Analytics prepares graduates for positions such as credit analyst, data scientist, quantitative marketing analyst, web analyst, social media strategist, among others. The M.S. in Business Analytics will develop the skills, technology applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. Business analytics makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision making. It is therefore closely related to management science. Analytics may be used as input for human decisions or may drive fully automated decisions. Business intelligence is querying, reporting, online analytical processing (OLAP), and "alerts." In other words, querying, reporting, OLAP, and alert tools can answer questions such as what happened, how many, how often, where the problem is, and what actions are needed. Business analytics can answer questions like why is this happening, what if these trends continue, what will happen next (that is, predict), what is the best that can happen (that is, optimize). Upon completion of the M.S. in Business Analytics, students will:

- Understand and apply quantitative tools such as probability, statistics, optimization, and simulation within business context.
- Be able to rely on descriptive, predictive, and prescriptive analytics to guide them in decision making.
- Develop skills in modeling and quantifying structured and unstructured data.
- Communicate findings effectively orally, visually and in writing with diverse audience.

To qualify for the M.S. degree, the student must successfully complete at least 30 semester hours of course work (not including foundation courses or Field Work), in residence, as specified under the M.S. Program of Study.

The M.S. in Business Analytics is a hybrid program, with duration of approximately 15 months. Courses will be offered on Saturdays in Atlanta with some online meetings.

Requirement for Admission to the Master of Science in Business Analytics

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Program section.

Academic Policies for the Master of Science in Business Analytics

Students should refer to Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Program section.

Program of Study

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>(15 hours)</th>
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<tbody>
<tr>
<td>Spring I</td>
<td>(9 hours)*</td>
</tr>
<tr>
<td>BAM 530</td>
<td>Business Statistics*</td>
</tr>
</tbody>
</table>

STETSON SCHOOL OF BUSINESS AND ECONOMICS / 245
BA 505  Micro and Macro Economics*  (3 hours)
BA 510  Accounting and Finance*  (3 hours)

Spring II  (6 hours)
BA 624  Business Analytics and Database Management  (1.5 hours)
BA 629  Legal and Ethical Issues Affecting Big Data  (1.5 hours)
BAM 606  Applied Microeconomic Analysis  (3 hours)

SUMMER SEMESTER  (6 hours)
Summer I  (6 hours)
BAM 622  Applied Data Analysis and Simulations  (3 hours)
BA 631  Visual Reporting and Communication  (3 hours)

FALL SEMESTER  (12 hours)
Fall I  (6 hours)
BA 633  Advanced Business Statistics  (3 hours)
BA 634  Marketing and Social Media Analytics  (3 hours)
Fall II  (6 hours)
BA 636  Data Mining  (3 hours)
BA 645  Financial Analytics  (3 hours)

SPRING SEMESTER  (6 hours)
Spring I  (6 hours)
BA 638  Data Driven Decision Making and Optimization  (3 hours)
BA 639  Fieldwork  (3 hours)

TOTAL  30 – 39 Semester Hours

* May be waived with appropriate prior college course work.

MASTER OF SCIENCE IN BUSINESS ANALYTICS
CURRICULUM

BA 624. Business Analytics and Database Management  (1.5 hours)
Students will be introduced to statistical tools frequently used in business environments. Students will learn how to operate and run basic statistics using different software that include EXCEL and widely available statistical packages. Students will learn how to deal with missing and non-normal data, combine and manipulate large datasets and make manipulations to data based on business needs. This course will be highly applied with a variety of smaller projects leading up to a final project.

BA 629. Legal and Ethical Issues Affecting Big Data  (1.5 hours)
This course will explore the various legal, ethical and regulatory issues relating to the collection, use and retention of data. It will examine the privacy requirements mandated for certain industries, such as health, finance and credit reporting. It will also address topics related to the use of data in social media and targeted advertising.
BAM 606. Applied Microeconomic Analysis (3 hours)
A survey of economic tools and analysis available to the manager for business decision-making. Includes such topics as: pricing, forecasting, demand analysis, and microeconomic policy as it affects the business environment.

BAM 622. Applied Data Analysis and Simulations (3 hours)
Prerequisite: BA 624.
A review of major theories, tools, and techniques useful in making decisions and solving problems. Special emphasis on the problems more commonly encountered by middle and lower levels of management. Students will be also exposed to simulations and their usability.

BA 645. Financial Analytics (3 hours)
Prerequisite: BAM 622, BA 624.
The focus of this course is modeling and forecasting corporate financial decisions. The course is designed for students planning careers involving valuation and forecasting in corporate finance, private equity, venture capital, treasury management and mergers and acquisitions among others. We shall link the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a forecasting, valuation, firm's investment and capital structure decisions. Students will also be introduced to both simulation and optimization.

BA 631. Visual Reporting and Communication (3 hours)
Prerequisite: BAM 622, BA 624.
This is data visualization and communication of results. Topics will include but are not limited to visualization of data in the form of plotting, charting and graphing. Students will use EXCEL and other popular statistical software. Students will learn how to convey results from advanced analysis into visual representations easy to understand by upper and lower management as well as the members of non-analytics teams. Finally, students will learn how to communicate their findings both relying on the professional analytical language and in lay terms.

BA 633. Advanced Business Statistics (3 hours)
Prerequisite: BAM 622, BA 624.
This is an advanced statistics course that will cover practical statistical analysis, estimation, forecasting and testing of time series. The students will use computer to analyze, estimate and test a variety of time series methods to actual data (primarily financial and economic time series data). The course will cover topics such moving average and exponential smoothing, seasonality and trending models, as univariate Box-Jenkins methodology for fitting and forecasting time series, ARIMA models, autocorrelation and partial autocorrelation functions, unit root tests for stationary and non-stationary data, estimation and model fitting, diagnostic tests for time series models, vector auto regression (VAR), co-integration and error correction models, volatility modeling using ARCH and GARCH models, nonlinear time series models.

BA 634. Marketing and Social Media Analytics (3 hours)
Prerequisite: BAM 622, BA 624.
This course provides students the opportunity to directly apply the content of BAM 622 into the marketing environment. Statistical analysis topics will cover but are not limited to different types of regression analyses, factor analyses, and diagnostic testing techniques. Furthermore, marketing topics will include but are not limited to email, mobile and social media analytics. Students will learn the principles of A/B testing and segmentation. The entire course is based on a self-defined problem that can be encountered in a marketing setting. After identifying and organizing the available data
and after discussing appropriate techniques, students will develop a detailed statistical analysis that aids in the understanding of a problem. Practical recommendations and potential solutions will be a critical component of the project.

**BA 636. Data Mining** *(3 hours)*
Prerequisite: BAM 622, BA 624.
The goal of this course is to familiarize students with data mining techniques that allow organizations to find patterns of data otherwise difficult to explore. This course will acquaint students with how they can more efficiently use big data to improve managerial decisions. Special emphasis will be placed on quantitative data mining, textual analysis, and cluster analysis. Students will be able to apply their newly gained knowledge.

**BA 638. Data Driven Decision Making and Optimization** *(3 hours)*
Prerequisite: BA 636, BAM 622, BA 641, BA 633.
The goal of big data is to have access to information which will help in decision making. This course will focus on data driven optimization of business related problems included but not limited to goods, services, information, pricing, transportation and distribution center operations, facility and network design, inventory and order management, customer service, information execution systems, and outsourcing decisions. In this course students will learn also how to state business problems. This course will specifically focus on integrating big data into business actions and corporate strategies. Students will also learn key intangible elements that will allow them to succeed in a data driven environment.

**BA 639. Fieldwork** *(3 hours)*
Prerequisite: Restricted to students who have completed the core program and are in good standing.
Ideally, this course is to be taken as a final course of the program. However, those students who are nearing completion may also enroll in fieldwork after meeting faculty approval. Students will do a fieldwork project that uses private or public data to make recommendations regarding marketing, supply chain, or financial investments. Project must receive faculty approval prior to initiation. Students may repeat the course for additional 3 credit hours.
The Tift College of Education

James J. Barta, Ph.D., Dean/Professor
Allison C. Gilmore, Ph.D., Associate Dean/Professor
Kelly Reffitt, Ph.D., Associate Dean/Associate Professor
Carl E. Davis, Tristan L. Glenn, Andrew L. Grunzke, Jeffrey Scott Hall, Carol A. Isaac, Joseph R. Jones, Sybil Anne Keesbury, Ronald Knorr, Robert L. Lawrence, Jane Metty, Jon M. Saulson, Michelle Vaughn, and Vincent Youngbauer, Assistant Professors
Kaye Thomas, Director of Field Placement
Cynthia Anderson and Rebecca Grunzke, Visiting Assistant Professors
Barbara McWethy, Instructor
Jan Johnson, Part-time Instructor

UNDERGRADUATE PROGRAMS

The Tift College of Education offers a Bachelor of Science in Education in Early Care and Education and in Early Childhood/Special Education General Curriculum on the Atlanta campus and at other Regional Academic Centers. A program in Middle Level Education is also offered through the Regional Academic Centers in Henry County, in Douglas County, and in Macon. For information on the Middle Level program, see the Mercer Regional Academic Centers catalog.

GRADUATE PROGRAMS

The Tift College of Education offers four graduate degree programs on the Cecil B. Day Campus in Atlanta. The Master of Arts in Teaching (M.A.T) is offered in Early Childhood (preK-5), Middle Grades (4-8), and Secondary (6-12; in English, mathematics, science, and social studies). The Master of Education (M.Ed.) is offered in Early Childhood Education, Middle Grades Education, Secondary Education, and Reading. The Master of Education is also offered in Higher Education Leadership and in Independent and Charter School Leadership. The Specialist in Education (Ed.S.) is offered in Teacher Leadership and in Educational Leadership. The Doctor of Philosophy (Ph.D.) is offered in Educational Leadership (P-12 School Leadership or Higher Education Leadership) and Curriculum and Instruction.

In addition to these degree programs, the Tift College of Education also offers classes for endorsements in Reading, ESOL, ECE mathematics, and ECE science for certified teachers. Non-degree initial certification programs are also available for candidates holding a master's degree in an approved content area from an accredited institution.
Programs leading to certification are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

**General Graduate Program Policies**

**Advisement and Course Scheduling**

Course schedules are available from the Tift College of Education offices and online at mercer.edu. The college will provide graduate courses to meet M.A.T., M.Ed., and Ed.S., degree requirements within two calendar years from the time a student enrolls. Requirements for the Ph.D. programs will be offered within three calendar years from the time of enrollment. The college assumes no obligation to grant individualized study through directed/independent study courses or special topics courses unless the college fails to schedule the course requirements within the time specified.

**Application Deadlines**

For most programs in the Tift College of Education, applications (including official transcripts and other supporting materials) must be received by the following dates:

- August 1 for Fall admission
- December 1 for Spring admission
- May 1 for Summer admission

Exceptions to this deadline schedule are programs in Teacher Leadership, Educational Leadership, and the Ph.D. in Curriculum and Instruction. For information about application deadlines for these programs, contact the program coordinators or chairs.

**Admissions Appeals Policy**

Prospective students who have been denied admission to any classification within the graduate program may appeal that decision in writing to the Associate Dean or Chair of the Program. Each appeal will be reviewed and decided upon by the faculty. Admission to a certification program does not guarantee placement for student teaching. In addition, admission does not ensure satisfactory completion of the program selected, nor does it guarantee recommendation for certification.

**English Proficiency**

An international student whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or a Certificate of Proficiency from an ELS Language Center. The minimum acceptable official TOEFL score is 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS. English proficiency at ELS Level 109 is expected.

**Grade Appeals Policy**

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. They may then appeal to the chair of the department. If satisfaction is not achieved, the student may then submit an appeal to the Grade Appeals Committee through an associate dean. Grade appeals must be submitted in writing within thirty days after the grade has been issued. Information regarding the Grade Appeal procedure may be obtained from the appropriate chair or associate dean.
Course Load
An academic load of 9 semester hours qualifies a graduate student for full-time status for financial aid. Requests for overloads beyond 9 hours must be approved by an associate dean and the appropriate chair.

Code of Ethics for Educators
Students admitted into the Tift College of Education are expected to be familiar with and abide by the Code of Ethics for Educators as published by the Georgia Professional Standards Commission. Violation of any standard within the Code of Ethics may result in dismissal from the program.

Time Limitations on Completion of Requirements
A student in a graduate program must complete all degree requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who are inactive for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. Candidates in the M.A.T. or certification-only program who do not complete their initial certification program within three years from the time of admission will have their programs re-evaluated and will be expected to meet any additional requirements in place at the time of the re-evaluation. In addition, certification candidates may be subject to changes in certification rules or standards set by the Georgia Professional Standards Commission.

Transfer Credits
There are certain conditions that must be met to transfer regular graduate credit to Mercer’s graduate programs. The institution must be accredited and the student must be admitted to the institution’s regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree sought at Mercer.

The work must be appropriate for the student’s planned program and may be considered only for courses in which a grade of B or higher was earned. The maximum amount of transferred credit is limited to six semester hours for the M.A.T., M.Ed., and the Ed.S. programs in Educational Leadership and in Early Childhood Education. No transfer credit is accepted for the Ed.S. in Teacher Leadership. For Ph.D. programs in Educational Leadership and Curriculum and Instruction, up to nine hours of transfer credit may be considered. Courses taken for another degree previously earned may not be applied to a degree at Mercer (exception: up to nine hours of an Ed.S. degree may be considered for transfer towards the Ph.D. in Educational Leadership). No credit will be given for courses completed more than six years prior to the date on which the Mercer degree is to be conferred.

Academic Standards for Graduate Students
Students in graduate programs, both degree and non-degree tracks, must earn a grade of B or better in all required classes and field experiences. Students in the Ed.S. degree programs or the Ph.D. degree programs must also maintain a cumulative grade point average of 3.5 on a 4.0 scale. Students may repeat a class only once in order to increase the grade earned in that class, and no student may repeat more than two classes in his/her program of study with Mercer. Coursework completed at another institution will not be accepted as replacement credit for a grade earned at Mercer.

If a graduate student’s cumulative graduate GPA with Mercer falls below 3.0 (3.5 for Ed.S. or Ph.D. candidates), the student will be placed on academic probation until he/she raises the GPA to the minimum requirement. A student who is on academic
probation is limited to one graduate class per semester. Special permission from an
associate dean and the appropriate chair is required for a student on probation to enroll
in more than one class per semester. If a student continues on academic probation for
two semesters, his/her case will be reviewed by the associate dean, the chair, and
faculty and the student may be subject to academic dismissal.

Participation in Commencement Ceremonies

Students who have met all degree requirements may participate in the
Commencement ceremony. Other M.A.T., M.Ed., and Ed.S. students may participate if
they are within nine hours of completing all degree requirements, are scheduled to
complete those requirements in the summer semester, and meet the minimum GPA
requirements for the degree. Students with more than nine hours remaining may request
permission to participate from an Associate Dean and the appropriate chair. Ph.D.
candidates must complete all requirements prior to participating in commencement.

Graduate Education Programs

The Tift College of Education recognizes the importance of addressing technological
advancements within society. Therefore, emphasis on the relevance of technological
developments is infused throughout courses in its graduate programs. Additionally, all
coursework within the Tift College of Education reflects the faculty’s recognition of
students with diverse and special needs. Mercer’s graduate programs are designed to
prepare all candidates to plan appropriately for disabled, special needs, and other
diverse populations. All policies and procedures are reviewed as required by the
University Graduate Council.

The Conceptual Framework

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal,
and the know-how of blending theory and practice, the Tift College of Education has
chosen for its conceptual framework the theme: “The Transforming Educator - To Know,
To Do, To Be.”

TO KNOW

To Know the foundations of the education profession, content bases for curricula,
and characteristics of diverse learners.

1. Demonstrates knowledge of the philosophical, historical, sociological, legal,
   and psychological foundations of education.
2. Demonstrates expertise in the content bases for curricula, the appropriate
   uses of technology, good communication skills, and effective pedagogy.
3. Shows understanding of and respect for the characteristics, cognitive and
   social developmental stages, emotional and psychological needs and
   learning styles of diverse and special needs learners.

TO DO

To Do the work of a professional educator in planning and implementing well-
integrated curricula using developmentally appropriate and culturally responsive
instructional strategies, materials, and technology.

1. Plans, implements and assesses well-integrated, developmentally
   appropriate, and culturally responsive lessons which are well grounded in
   pedagogical and psychological theory
2. Individualizes, differentiates, and adapts instruction to meet the needs of
   diverse and special needs learners.
3. Uses a wide variety of teaching methods, strategies, technology, and materials.

TO BE

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

1. Believes in his or her own efficacy as an educator and uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.

2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.

3. Models positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community.

The Master of Arts in Teaching Degree

The Tift College of Education Master of Arts in Teaching (M.A.T.) degree is intended for the initial certification candidate who holds a baccalaureate degree and who is seeking initial teacher certification at the master's degree level. Successful completion of the M.A.T. and passing scores on the appropriate assessments lead to eligibility for Level 5 certification in Early Childhood (PreK-5), Middle Grades (4-8) or Secondary (6-12) (English, Math, Biology, Chemistry, Earth/Space Science, Physics, Economics, Geography, History, Political Science). The Conceptual Framework of the Tift College of Education guides the M.A.T. program. Program graduates are recognized as "Transforming Educators" who will demonstrate the knowledge (To Know), skills (To Do) and dispositions (To Be) of outstanding professional educators and who are prepared to be leaders within their schools, proficient consumers of educational research, and advocates for all learners. Each area of certification has unique goals and outcomes designed to prepare the teacher for the challenges of working with students of that age level and certification field.

NOTE: An initial certification candidate who holds a master's degree in an approved content area from an accredited institution may apply as a non-degree student for the certification program. With the exception of the need for admission test scores on the Graduate Record Exam or Miller Analogies Test (see admission criteria below), non-degree candidates will meet the same admission and progression criteria as the M.A.T. students and will be required to complete the same initial certification requirements, but their program plans will be modified to omit requirements beyond certification.

Admission to the Master of Arts in Teaching (M.A.T.) Program

Candidates for admission to the M.A.T. program must submit a formal written application for admission. In addition to the application, applicants must provide the following:

1. Two official copies of all transcripts.

2. Documentation of an overall undergraduate G.P.A. of at least 2.5.

3. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These tests include the Graduate Record Examination (target score of 146 verbal and 141
quantitative, 3.5 analytical writing) or the Miller Analogies Test (target score of 397). Scores must be less than 5 years old at the time of admission.

4. Candidates must pass the GACE for Program Admission or meet the exemption criteria specified at www.gapsc.com prior to admission.

5. Candidates must complete the GACE Ethics Assessment for Program Entry prior to admission. (See www.gapsc.com.)

6. A $25 application fee. (Application fee is waived for current and former Mercer students.)

7. In addition to the above materials, candidates must submit a completed Application to Teacher Candidacy for full admission. (This application is separate from the application to the M.A.T. program.) Candidates may be admitted on a conditional basis for one semester only prior to submitting acceptable GRE or MAT scores.

Candidates may be admitted on a conditional basis prior to submitting acceptable GRE/MAT test scores for one semester only. Candidates on conditional admission status may take up to two of the non-restricted classes of EMAT 526, EMAT 605/606/607, EMAT 683, EMAT 619/620, and (with advisor approval) certain content concentration classes. All other education courses require full admission status. Candidates with a conditional admission status may attend one semester prior to full admission.

Progression Policy

In order for a candidate to continue in the M.A.T. program, he/she:

1. Must meet and maintain all requirements for full admission to the program.

2. Apply for a PreService certificate from the Georgia Professional Standards Commission and receive that certificate prior to beginning any field placements.

3. Must earn a B or higher in all graduate education courses.

4. May repeat only two education courses. An education course may be repeated only one time. A certification candidate may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

5. Must have positive recommendations from each field experience in order to advance in the sequence of required field experiences. Field experience placements must meet all diversity of placement criteria.

Candidate for Certification

In order to be recommended for certification, an M.A.T. candidate must:

1. Have successfully met all Progression Policy criteria.

2. Have a positive recommendation from student teaching or internship.

3. Have successfully completed all program/degree requirements.

4. Have successfully completed Portfolio requirements.

5. Have successfully passed the appropriate GACE Content test(s) and the GACE Ethics Assessment for Program Exit and have submitted score reports to the appropriate Certification Office.

6. Have met all state requirements for certification, including edTPA.
Early Childhood Education M.A.T. Program Goals

The Master of Arts in Teaching in Early Childhood Education is designed to offer a comprehensive study of the specialized skills and knowledge needed to teach and support young children in grades Pre-K through 5. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of young students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who understands and supports effective and dynamic early childhood learning environments.

M.A.T. in Early Childhood Education Program Outcomes

Content and Process: To Know

Upon completion of the Early Childhood Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge about early childhood curriculum design, development and implementation. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of young children. (Diversity)

Application: To Do

Upon completion of the Early Childhood Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum for all areas of a child's development including social, behavioral, emotional, cognitive and physical. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into all components of the early childhood curriculum. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Early Childhood Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
• Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the young child. (Collaboration and Advocacy)

Degree Requirements

Non-restricted Classes (may be taken prior to full admission)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 526</td>
<td>Foundations of Education (prerequisite for restricted courses; does not apply toward the MAT degree; may be transferred in)</td>
</tr>
<tr>
<td>EMAT 605</td>
<td>Planning and Organizing Instruction in ECE (prerequisite for all restricted classes)</td>
</tr>
<tr>
<td>EMAT 619</td>
<td>Child Development &amp; Learning</td>
</tr>
<tr>
<td>EMAT 683</td>
<td>Teaching Exceptional Learners</td>
</tr>
</tbody>
</table>

Restricted classes (require full admission)

Content Area Studies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 654</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>EMAT 626</td>
<td>Creative Teaching &amp; Learning in ECE</td>
</tr>
<tr>
<td>EMAT 634</td>
<td>ECE Language and Literacy I</td>
</tr>
<tr>
<td>EMAT 635</td>
<td>ECE Language and Literacy II (prerequisite: EMAT 634)</td>
</tr>
<tr>
<td>EMAT 665</td>
<td>Teaching of Mathematics in ECE</td>
</tr>
<tr>
<td>EMAT 671</td>
<td>Teaching of Science &amp; Health in ECE (prerequisite: EMAT 626)</td>
</tr>
<tr>
<td>EMAT 681</td>
<td>Social Studies in a Multicultural World for ECE (prerequisite: EMAT 626)</td>
</tr>
<tr>
<td>EMAT 621</td>
<td>Curriculum and Planning in ECE (approval required)</td>
</tr>
</tbody>
</table>

To be taken the semester prior to student teaching/internship:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 689</td>
<td>Educational Assessment and Research (Recommended in the semester prior to student teaching/internship.)</td>
</tr>
</tbody>
</table>

Field Experiences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 601</td>
<td>Initial Field Experience (1 credit) (Must be fully admitted prior to applying)</td>
</tr>
<tr>
<td>EMAT 608</td>
<td>Practicum or EMAT 609 Mentored Practicum (fall or spring only) (prerequisite: successful completion of EMAT 601) (3 credits)</td>
</tr>
<tr>
<td>EMAT 611</td>
<td>Student Teaching or EMAT 612 Internship (9 credits) (fall or spring only) (Prerequisite: A grade of B or better in all required classes; successful completion of EMAT 608/609)</td>
</tr>
</tbody>
</table>

NOTE: All ECE candidates must have field experiences in each of the following grade clusters: PreK-K, 1-3, and 4-5.

Total graduate semester hours required for certification and degree: 49

Middle Grade Education M.A.T. Program

The Middle Grades Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades 4-8. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional
who understands and supports effective and dynamic middle grades learning environments.

**Middle Grades Education Master of Arts in Teaching Program Outcomes**

**Content and Process: To Know**

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of the preadolescent and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge base of middle grades curriculum design, development and implementation. (Understanding)
- Understand and appreciate the key concepts and organization of middle level education. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of middle grades. (Diversity)

**Application: To Do**

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum for at least two content concentration areas that considers the social, behavioral, emotional, cognitive and physical nature and needs of middle grades students. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into all components of the middle school curriculum. (Research, Communication and Engagement)
- Utilize effective teaching pedagogy to make connections among academic knowledge, the nature and needs of the preadolescent, and the cultural influences of the student, school, and community. (Practicing and Engagement)

**Attitude: To Be**

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the preadolescent. (Collaboration and Advocacy)
Degree Requirements

Non-restricted Classes (may be taken prior to full admission)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 526</td>
<td>Foundations of Education (prerequisite for restricted courses: does not apply toward the MAT degree; may be transferred in.)</td>
</tr>
<tr>
<td>EMAT 606</td>
<td>Planning &amp; Organizing Instruction in MGE (prerequisite for all content methods classes)</td>
</tr>
<tr>
<td>EMAT 620</td>
<td>Adolescent Development &amp; Learning</td>
</tr>
<tr>
<td>EMAT 683</td>
<td>Teaching Exceptional Learners</td>
</tr>
</tbody>
</table>

All EMAT and EDUC classes below require full admission

Middle Grades Professional Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 625</td>
<td>Culturally &amp; Educationally Responsive Pedagogy</td>
</tr>
<tr>
<td>EMAT 642</td>
<td>Content Area Reading and Writing: Literacy Development for MGE/SEC</td>
</tr>
</tbody>
</table>

To be taken prior to student teaching/internship:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 622</td>
<td>Curriculum &amp; Planning in MGE</td>
</tr>
<tr>
<td>EMAT 689</td>
<td>Educational Assessment and Research (Recommended in the semester prior to student teaching/internship)</td>
</tr>
</tbody>
</table>

Middle Grades certification requires two areas of content concentrations of 21 semester hours each, based on a combination of undergraduate and graduate content classes and methods classes as noted below.

Language Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 644</td>
<td>Teaching Language Arts through Writing in MGE</td>
</tr>
<tr>
<td>EDEN 655</td>
<td>Young Adult Literature</td>
</tr>
</tbody>
</table>

12 additional hours of appropriate English/Language Arts content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 666</td>
<td>Teaching Math in MGE/SEC</td>
</tr>
<tr>
<td>EDMT 621</td>
<td>Algebra for MG/SEC OR</td>
</tr>
<tr>
<td>EDMT 631</td>
<td>Geometry for MG/SEC</td>
</tr>
</tbody>
</table>

15 additional hours of appropriate mathematics content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 672</td>
<td>Teaching Science for MGE/SEC</td>
</tr>
</tbody>
</table>

One 3-hour class in Earth/Space/Environmental science

One 3-hour class in physics/physical science/chemistry

One 3-hour class in life science

9 additional hours appropriate science content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.
Social Science
EMAT 682  Teaching Social Science for MG/SEC
EDSS 601  Physical & Cultural Geography OR
EDSS 611  Georgia History
15 additional hours of appropriate social science/social studies content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

Field Experiences
EMAT 601  Initial Field Experience (1 credit) (Must be fully admitted prior to applying. This field experience is in grades 4-5)
EMAT 608  Practicum or Mentored Practicum (fall or spring only) (MGE candidates must complete this field experience in grades 6-8 in one of their concentration areas)(Prerequisite: successful completion of EMAT 601) (3 credits)
EMAT 611  Student Teaching or Internship (9 credits) (fall or spring only) (Prerequisite: A grade of B or better in all required education classes; successful completion of EMAT 608/609)
(MGE candidates must complete this field experience in grades 6-8 in one of their concentration areas)

Note: With advisor guidance, MGE candidates with concentrations in math, science, or social science will complete at least one additional graduate level content area class (beyond the content methods class) in each concentration for the M.A.T. degree.

Total hours required for degree: 46 graduate level semester hours

Secondary Education M.A.T. Program

The Secondary Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades 6-12. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who understands and supports effective and dynamic secondary grades learning environments.

Secondary Education Master of Arts in Teaching Program Outcomes

Content and Process: To Know

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of the adolescent and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge base about secondary curriculum design, development and implementation. (Understanding)
- Understand and appreciate the key concepts and organization of secondary level education. (Understanding)
• Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of secondary education. (Diversity)

Application: To Do

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

• Design and implement an integrated, developmentally appropriate curriculum that considers the social, behavioral, emotional, cognitive and physical nature and needs of secondary students. (Practicing and Engagement)
• Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
• Integrate research based strategies and instructional technology effectively into all components of the secondary school curriculum. (Research, Communication and Engagement)
• Utilize the effective teaching pedagogy to make connections among academic knowledge and the cultural influences of the student, school, and community. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

• Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
• Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the adolescent. (Collaboration and Advocacy)

Admission Criteria

In addition to meeting the requirements for full admission to the M.A.T. programs, applicants seeking admission to one of the M.A.T. programs in a secondary education field must have an undergraduate degree or its equivalent in the content field of certification, with a minimum 2.5 cumulative GPA. Certification options at the secondary level are available for English, mathematics, biology, chemistry, earth/space science, physics, economics, geography, history, and political science. Candidates who complete the M.A.T. program in one of the secondary fields and meet state certification test requirements will qualify a recommendation for 6-12 certification in the relevant content area.

Degree Requirements

Non-restricted Classes (may be taken prior to full admission)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 526</td>
<td>Foundations of Education (prerequisite for restricted courses: does not apply toward the M.A.T. degree; may be transferred in.)</td>
</tr>
<tr>
<td>EMAT 607</td>
<td>Planning &amp; Organizing Instruction in SEC (prerequisite for all content methods classes)</td>
</tr>
<tr>
<td>EMAT 620</td>
<td>Adolescent Development &amp; Learning</td>
</tr>
<tr>
<td>EMAT 683</td>
<td>Teaching Exceptional Learners</td>
</tr>
</tbody>
</table>
All classes below require full admission:

Secondary Professional Core:
- EDUC 625  Culturally & Educationally Responsive Pedagogy
- EMAT 642  Content Area Reading and Writing: Literacy Development for MGE/SEC

To be taken prior to student teaching/internship:
- EMAT 623  Curriculum & Planning in SEC (Prerequisite: EMAT 601)
- EMAT 689  Educational Assessment and Research (Recommended in the semester prior to student teaching/internship)

Content Area Studies

English
- EDEN 655  Young Adult Literature
- EMAT 645  Teaching of English

Mathematics
- EMAT 666  Teaching Math in MGE/SEC
- EDMT 621  Algebra for MGE/SEC  OR
- EDMT 631  Geometry for MGE/SEC

Social Studies
- EMAT 682  Teaching Social Science for MGE/SEC
One graduate level 3-hour social studies content class

Science
- EMAT 672  Teaching Science for MGE/SEC
One graduate level 3-hour science content class

Field Experiences
- EMAT 601  Initial Field Experience (1 credit) (Must be fully admitted prior to applying.)
- EMAT 608  Practicum or Mentored Practicum (fall or spring only) (Prerequisite: successful completion of EMAT 601) (3 credits)
- EMAT 611  Student Teaching or Internship (9 credits) (fall or spring only) (Prerequisite: successful completion of EMAT 608/609; A grade of B or better in all required education classes.)

Total hours required for the degree: 40 hours

MASTER OF EDUCATION DEGREE

Admission to the Master of Education Program

All persons who wish to enter the M.Ed. program must submit a formal written application for admission to graduate studies. Students applying to a master’s program in teaching must provide the following:

1. A bachelor’s level teaching certificate in the appropriate area or evidence of eligibility for the certificate.
2. A minimum overall undergraduate grade point average of 2.75.
3. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These include the Graduate Record Examination (target score of 146 verbal, 141 quantitative, 3.5 analytical writing for exams taken after August 2011; 800 verbal/quantitative combined for pre-August 2011 exams) or the Miller Analogies Test (target score of 397). Scores must be less than five years old at the time of admission. Students who do not have acceptable test scores may be admitted for one semester only on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of three classes during their provisional semester and will not be allowed to register for additional classes until acceptable test scores are presented.

4. Applicants for the M.Ed. in Reading must provide documentation of three years of acceptable teaching experience and a résumé.

5. Two official copies of all transcripts.

6. A $25 application fee.

M.Ed. in Early Childhood Education

The M.Ed. program in Early Childhood Education is designed to meet the needs of certified teachers in grades preK-5. Completion of the planned program (including the prerequisite certificate in ECE, ECE/SpEd, or Birth-K) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Note: For teachers certified in ECE/SpEd or Birth-K, this M.Ed. leads to eligibility for an upgrade to a Level 5 certificate, but it will not add the field of ECE to a certificate.

Goals of the Master of Education (M.Ed.) Degree in Early Childhood Education

The goal of the Early Childhood Masters of Education Program at Mercer University is to instruct and cultivate teachers to have an expanded philosophy of growth and change based on reliable knowledge and reflections on the best practices of teaching and learning. A further purpose is to prepare teachers with the ability to understand and apply the skills of data analysis and action research that impact educational experiences for the young child. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Educator.

M. Ed. in Early Childhood Education Program Outcomes

Upon completion of the Early Childhood Education Master of Education Program, the candidate will:

Content and Process: To Know

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how these factors apply to the creation of supportive and engaging learning environments for early childhood students. (Understanding)
- Acquire a broad scope of understandings about curriculum design, development and implementation and the impact of this knowledge on the teaching and learning process. (Understanding)
- Explore and understand how young children differ in their capabilities and approaches to learning and how teaching strategies and the learning
Apports and environment can adapt to meet the diverse needs of students. (Diversity)

**Application: To Do**

- Design, implement and evaluate an integrated, developmentally appropriate curriculum to meet the social, behavioral, emotional, cognitive, and physical needs of the young child. (Practicing and Engagement)
- Demonstrate competency in developing, implementing and evaluating a broad spectrum of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into early childhood teaching and learning. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging and effective learning experiences in the classroom setting. (Practicing and Engagement)

**Attitude: To Be**

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well being of the young child. (Collaboration and Advocacy)

**Degree Requirements (30 semester hours)**

### Professional Studies (15 semester hours)

- **EDUC 603** School Philosophy & Teacher Leadership
- **EDUC 651** Contemporary Curriculum Practices in ECE (spring only)
- **EDUC 690** Introduction to Educational Research (fall only; to be taken the fall prior to degree completion)
- **EDUC 698** Research Project in Education (spring only; exit criteria; to be taken within last two semesters of program completion)

Choose one of the following:

- **EDUC 625** Culturally & Educationally Responsive Pedagogy
- **EDUC 618** Issues of Diversity: Language, Cognition, and Culture* [required for ESOL endorsement]

### Related Studies (15 semester hours)

#### Literacy Studies (6 hours)

- **EDUC 687** Reading Theory: Research & Best Practices in ECE Reading
- **EDUC 647** Preventing, Diagnosing, and Correcting Literacy Problems (Fall only)

#### Mathematics (3 hours) – Choose one of the following:

- **EDMT 601** Problem Solving in Mathematics: ECE/MGE/SEC
- **EDMT 611** Theory of Arithmetic

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TIFT COLLEGE OF EDUCATION / 263
Electives (Select 6 hours with advisor approval)

For a Reading Endorsement:
EDUC 662  Clinical Practicum (prerequisite: permission from reading program director) (spring only)

For an English to Speakers of Other Languages (ESOL) Endorsement:
EDUC 646  Methods of Teaching to ESOL and
EDEN 648  Applied English Linguistics

*[Note: Candidates for the ESOL Endorsement must also complete EDUC 618 within the Professional Studies area above.]*

Other Electives:
EDUC 615  Classroom Management & Applied Learning Strategies with ECE Special Needs Students

EDUC 639  Teaching Strategies/Classroom Environment for Active Learning/ECE

[600-level EDUC, EDEN, EDMT, EDSC, or EDSS elective(s) with advisor approval]

ECE M.Ed. candidates may also select an endorsement in ECE Mathematics or ECE Science as noted below.

ECE (K-5th) Endorsements in Mathematics or Science

Applicants to the ECE K-5 Mathematics or ECE K-5 Science Endorsement programs may choose to enter the endorsement program as non-degree, post-baccalaureate students, or they may choose to incorporate the endorsement classes within the M.Ed. in Early Childhood. Students who are incorporating an endorsement into a degree program must also meet the requirements for admission to that degree program. For all ECE mathematics or science endorsement applicants, the following criteria also apply:

- Certification for P-5, 4-8 (with a concentration in mathematics or science), Special Education/General Curriculum (p-5), or other Special Education fields with a core academic content concentration in mathematics or science.
- A minimum of one year of certified teaching experience.
- A minimum grade of C in at least two mathematics content courses in undergraduate or graduate school for the mathematics endorsement and a minimum grade of C in at least two science content courses in undergraduate or graduate school for the science endorsement.

For an Endorsement in ECE Mathematics:
EDMT 677:  Number Sense and Algebra in ECE
EDMT 678:  Geometry, Measurement, and Data Analysis in ECE
EDUC 679:  Mathematics Content Pedagogy

For an Endorsement in ECE Science:
EDSC 674:  Conceptual Integrated Science I
EDSC 675:  Conceptual Integrated Science II
EDUC 676:  Integrated Science Methods with Residency
M.Ed. in Middle Grades Education

The M.Ed. program in Middle Grades Education is designed to meet the needs of teachers in grades 4-8. Completion of the planned program (including the prerequisite certificate in MGE) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Middle Grades M.Ed. Program Goals

The Middle Grades Master of Education program is designed to improve the quality of teaching in grades 4-8. The program offers a wide scope of advanced course content intended to expand levels of knowledge, skills, and dispositions in middle level teachers. Having completed the program of study, candidates will be Transforming Educators who possess advanced levels of professional knowledge based on grounded research and the wisdom of best practice; commitment to the cultivation of inquiry and reflection; and dedication to collaboration, advocacy for learners, and life-long learning. The following program outcomes correlate to the elements, principles, and characteristics of the unit’s conceptual framework, The Transforming Educator.

Middle Grades M.Ed. Program Outcomes

Upon completion of the Middle Grades Master of Education program, the candidate will:

Content and Process: To Know

- Understand how culture, students’ approaches to learning, and exceptionalities impact middle school students and their families. (Diversity)
- Understand the major concepts, principles, theories, and research related to young adolescent development. (Understanding)
- Understand principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools. (Understanding)
- Understand the major concepts, principles, theories, and research related to develop middle level curriculum and assessment. (Understanding)
- Understand the major concepts, principles, theories, standards, and research related to their teaching field(s). (Understanding)
- Understand the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents. (Understanding and Practicing)
- Understand the major concepts, principles, theories, and research related to working collaboratively with family and community members. (Diversity and Collaboration)
- Understand the principles, theories, and research related to their professional roles in middle level education. (Understanding)

Application: To Do

- Create learning experiences that make content meaningful for students in grades 4-8 (Practicing and Engagement)
- Articulate and apply learner characteristics during the processes of planning, reflecting upon lessons, and revising instruction. (Practicing, Engagement, and Reflection)
• Possess and implement a repertoire of teaching strategies that improves students’ problem solving, decision-making, and critical thinking abilities. (Practicing and Engagement)

• Understand, design, and implement appropriate formal and informal assessment tools and recognize how assessment strategies may impact an individual’s lifelong learning. (Practicing)

• Take seriously his/her role as an educational scholar who contributes to the knowledge base for teaching and learning. (Research)

• Develop and effectively use curriculum from at least two content areas that addresses the developmental need of the middle grades learner. (Practicing)

**Attitude: To Be**

• Use effective communication strategies that foster active inquiry, collaboration, and supportive interactions. (Collaboration)

• Behave ethically and collaboratively while advocating for students and for the profession of teaching. (Advocacy)

• Continuously evaluate and reflect upon professional behaviors that impact the learning community of their students and of the teaching profession. (Reflecting)

**Degree Requirements (30 semester hours)**

**Professional Studies (18 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 603</td>
<td>School Philosophy &amp; Teacher Leadership</td>
</tr>
<tr>
<td>EDUC 616</td>
<td>Classroom Management &amp; Applied Learning Theory for MGE/SEC</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Culturally &amp; Educationally Responsive Pedagogy</td>
</tr>
<tr>
<td>EDUC 652</td>
<td>Contemporary Curriculum Practices for MGE</td>
</tr>
<tr>
<td>EDUC 690</td>
<td>Introduction to Educational Research (fall only; to be taken the fall prior to degree completion)</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Research Project in Education (Prerequisite: EDUC 690)</td>
</tr>
</tbody>
</table>

**Content & Methods (12 semester hours)**

Students will select a minimum of 6 hours in one of their content concentration areas below.

The remaining 3 hours may be taken from that same area of concentration or from the candidate’s other content concentration area.

**Language Arts**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 647</td>
<td>Prev, Diag, &amp; Correcting/Lit Problems (Fall only)</td>
</tr>
<tr>
<td>EDEN 649</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>EDEN 655</td>
<td>Young Adult Literature</td>
</tr>
<tr>
<td>EDEN 656</td>
<td>Teaching of a Major Literary Figure or Form</td>
</tr>
<tr>
<td>EDEN 699</td>
<td>Special Topics in English</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMT 601</td>
<td>Problem Solving in Mathematics: ECE/MGE/SEC</td>
</tr>
<tr>
<td>EDMT 611</td>
<td>Theory of Arithmetic</td>
</tr>
<tr>
<td>EDMT 621</td>
<td>Algebra for the MGE/SEC Teacher</td>
</tr>
<tr>
<td>EDMT 631</td>
<td>Geometry for the MGE/SEC Teacher</td>
</tr>
<tr>
<td>EDMT 641</td>
<td>Discrete Math for MGE/SEC Teacher</td>
</tr>
</tbody>
</table>
EDMT 668  Workshop in Math Education
EDMT 699  Special Topics in Math

Science
EDSC 612  Life Science for Middle and Secondary Teachers
EDSC 631  Topics of Environmental Science
EDSC 641  Geology for Teachers
EDSC 651  Physical Science for Teachers
EDUC 673  Investigative Science
EDSC 699  Special Topics in Science

Social Science
EDSS 601  Physical and Cultural Geography
EDSS 611  History of Georgia
EDUC 618  Issues of Diversity: Language, Cognition, & Culture
EDUC 685  The Global Age
EDSS 699  Special Topics in Social Science

M.Ed. in Secondary Education

The M.Ed. program in Secondary Education is designed to meet the needs of teachers in grades 6-12. Completion of the planned program (including the prerequisite certificate in a secondary field) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Secondary Education M.Ed. Program Goals

The Secondary Education Master of Education program is designed to improve the quality of teaching in grades 6-12. The program offers a wide scope of advanced course content intended to expand levels of knowledge, skills, and dispositions in secondary level teachers. Having completed the program of study, candidates will be Transforming Educators who possess advanced levels of professional knowledge based on grounded research and the wisdom of best practice; commitment to the cultivation of inquiry and reflection; and dedication to collaboration, advocacy for learners, and life-long learning. The following program outcomes correlate to the elements, principles, and characteristics of the unit’s conceptual framework, The Transforming Educator.

Secondary Education Master of Education Program Outcomes

Upon completion of the Secondary Education Master of Education program, the candidate will:

Content and Process: To Know
- Have advanced understanding of the central concepts, tools of inquiry, and structures of his/her discipline. (Understanding)
- Have expertise in the key concepts and organization of secondary level education. (Understanding)
- Understand how culture, students’ approaches to learning, and exceptionalities impact students and their families. (Diversity)

Application: To Do
- Create learning experiences that make content meaningful for students in grades 6-12. (Practicing and Engagement)
• Articulate and apply learner characteristics during the processes of planning, reflecting upon lessons, and revising instruction. (Practicing, Engagement, and Reflection)
• Possess and implement a repertoire of teaching strategies that improve students’ problem solving, decision-making, and critical thinking abilities. (Practicing and Engagement)
• Understand, design, and implement appropriate formal and informal assessment tools and recognize how assessment strategies may impact an individual’s lifelong learning. (Practicing)
• Take seriously his/her role as an educational scholar who contributes to the knowledge base for teaching and learning. (Research)

Attitude: To Be
• Use effective communication strategies that foster active inquiry, collaboration, and supportive interactions. (Collaboration)
• Behave ethically and collaboratively while advocating for students and for the profession of teaching. (Advocacy)
• Continuously evaluate and reflect upon professional behaviors that impact the learning community of their students and of the teaching profession. (Reflecting)

Degree Requirements (30 semester hours)
Professional Studies (18 semester hours)
  EDUC 603  School Philosophy & Teacher Leadership
  EDUC 616  Classroom Management & Applied Learning Theory for MGE/SEC (Fall only)
  EDUC 625  Culturally & Educationally Responsive Pedagogy
  EDUC 653  Contemporary Curriculum Practices for SEC (Spring only)
  EDUC 690  Intro to Educational Research (fall only; to be taken the fall prior to degree completion)
  EDUC 698  Research Project in Education (spring only; exit criteria; to be taken within last two semesters of program completion)(prerequisite: EDUC 690)

Content & Methods (12 semester hours)
  EDUC 688  Content Area Literacy Research & Best Practices in MGE/SEC (Spring only)

  (Select 9 semester hours from the appropriate content area below.)

  English
  EDUC 647  Prev, Diag, & Correcting/Literacy Problems (Fall only)
  EDEN 649  Writing Workshop
  EDEN 655  Young Adult Literature
  EDEN 656  Teaching of a Major Literary Figure or Form
  EDEN 699  Special Topics in English

  Mathematics
  EDMT 601  Problem Solving in Mathematics: ECE/MGE/SEC
  EDMT 611  Theory of Arithmetic
  EDMT 621  Algebra for the MGE/SEC Teacher
  EDMT 631  Geometry for the MGE/SEC Teacher
  EDMT 641  Discrete Math for MGE/SEC Teacher
EDMT 668  Workshop in Math Education  
EDMT 699  Special Topics in Mathematics

**Science**
EDSC 612  Life Science for Middle and Secondary Teachers  
EDSC 631  Topics of Environmental Science  
EDSC 641  Geology for Teachers  
EDSC 651  Physical Science for Teachers  
EDUC 673  Investigative Science  
EDSC 699  Special Topics in Science

**Social Science**
EDSS 601  Physical and Cultural Geography  
EDSS 611  History of Georgia  
EDUC 618  Issues of Diversity: Language, Cognition, & Culture  
EDUC 685  The Global Age  
EDSS 699  Special Topics in Social Science

**M.Ed. in Reading**

The M.Ed. program in Reading is designed to meet the needs of certified teachers who teach reading in grades P-12. Applicants must have completed three or more years of acceptable certified teaching experience. Completion of the planned program (including the prerequisite certificate) and a passing score on the GACE Content Assessment for Reading lead to eligibility for master's level certification in Reading by the Georgia Professional Standards Commission.

**Reading M.Ed. Program Goals**

The M.Ed. Reading program provides teachers with the skills to blend theory with practice. The major goal of the program is to enable candidates to develop knowledge, skills, and strategies and to become collaborators/mediators in improving literacy performance for all students. At this advanced level, teachers are expected to expand on knowledge gleaned from the initial preparation coursework in reading and to develop skills and strategies based on current research to be competent reading teachers.

**Reading M.Ed. Program Objectives:**

Upon completion of the M.Ed. in Reading Program, the candidate will:

**Content and Process: To Know**
- Acquire research-based knowledge of language acquisition, reading processes, and theories of reading development
- Understand the roles of phonological and phonemic awareness and word-analysis skills in promoting reading development

**Application: To Do**
- Demonstrate competency in developing and implementing effective curriculum to promote reading development
- Demonstrate use of a wide range of instructional strategies and techniques, including technology-based practices, to promote reading development
- Recognize the value of formal and informal techniques for assessing reading
Demonstrate competency in how to interpret and communicate reading assessment information
Utilize assessment data to plan and guide instruction for readers at all skill levels
Recognize the need to use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program
Identify methods for creating a literate environment in the classroom
Demonstrate methods for promoting literacy as a lifelong skill.

**Attitude: To Be**

- Continually seek to be reflective, to evaluate personal development, and pursue the development of professional knowledge and dispositions
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for students’ literacy development

**Degree Requirements (30 semester hours)**

**Professional Studies (15 semester hours)**

- EDUC 603  School Philosophy & Teacher Leadership
- EDUC 625  Culturally & Educationally Responsive Pedagogy
- EDUC 651/652/653  Contemporary Curriculum Practices in ECE/MGE/SEC (select one) (Spring only)
- EDUC 662  Clinical Practicum (spring only; to be taken within last two semesters of program)(prerequisite: permission of Reading Program Director)
- EDUC 690  Intro to Educational Research  (fall only; to be taken the fall prior to degree completion)

**Content & Methods (15 semester hours total)**

- EDUC 687  Reading Theory: Research & Best Practices in ECE Reading (Fall only)
- EDUC 688  Content Area Literacy Research & Best Practices in MGE/SEC (Spring only)
- EDUC 647  Preventing, Diagnosing, & Correcting Literacy Problems (Fall only)

*Select one of the following classes (with advisor approval):*

- EDUC 654  Children's Literature
- EDEN 655  Young Adult Literature

*Select one of the following classes (with advisor approval):*

- EDEN 649  Writing Workshop
- EDUC 698  Research Project in Education  
  (NOTE: If EDUC 698 is selected, the research project must focus on a topic in reading education approved by the student's Reading Program advisor.)

**Exit Criteria for the Master of Education Degree**

Students in the M.Ed. programs in ECE, MGE, and SEC will successfully complete EDUC 698 Research Project as the exit criterion for the degree programs. The exit criterion for the M.Ed. program in Reading is EDUC 662 Clinical Practicum in Reading.
**Reading Endorsement**

In addition to the M.Ed. in Reading, the Tift College of Education offers a reading endorsement for teachers who hold a valid teaching certificate. Successful completion of the three-course sequence of study with a GPA of at least 3.0 (with no grade lower than a B) will lead to eligibility for an in-field endorsement in reading and will provide the certified teacher with strengthened and enhanced competencies for teaching reading and literacy at the prerequisite certification level. The courses required for the in-field reading endorsement are:

- EDUC 687. Reading Theory: Research & Best Practices in ECE Reading (Fall) (for ECE)
- EDUC 688. Content Area Literacy Research & Best Practices (Spring) (for MG and SEC)
- EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems (Fall)
- EDUC 662. Clinical Practicum (Spring)

**English to Speakers of Other Languages (ESOL) Endorsement**

An endorsement in English to Speakers of Other Languages (ESOL) is available to Tift College of Education students who hold a valid teaching certificate in any field. Successful completion of the three course sequence (with no grade below B) will lead to eligibility for an in-field endorsement in ESOL. The courses required for the endorsement are the following:

- EDEN 648. Applied English Linguistics
- EDUC 618. Issues of Diversity: Language, Cognition, & Culture
- EDUC 646. Methods of Teaching English to Speakers of Other Languages

The ESOL endorsement sequence may be completed in a non-degree status or within the M.Ed. program.

**Special Student Classification**

Students seeking re-certification, teacher certification in an additional field, transient enrollment, or initial certification in a non-degree status will be assigned to the classification of “Special Student.” This classification allows students to enroll for graduate credit upon completion of the following admissions requirements:

1. Application
2. A $25 application fee.
3. Transcripts (2 official copies of each) (not required for transient students)
4. Additional requirements as applicable:
   a. Initial certification students: Undergraduate GPA of 2.5 or better and other requirements as noted for M.A.T. students.
   b. Re-certification or add-on certification: If appropriate, a copy of a letter from the Professional Standards Commission or school system outlining the courses required for re-certification or for adding a field.
   c. Transient students: Copy of a letter of transient permission from the degree granting college or university.
5. A non-degree student who holds a masters degree in an approved content area and who is seeking initial certification must meet the progression criteria as specified in the Master of Arts in Teaching section.

SPECIALIST IN EDUCATION IN TEACHER LEADERSHIP

Mercer University’s Ed.S. in Teacher Leadership Program is designed as an advanced degree program for certified teachers who want to increase their instructional and teacher leadership skills beyond the Master’s level of competence. This performance-based degree program seeks to achieve a proper balance between the experiences required for training a specialist and those required for development as a professional educator working with other educators. Completion of the program and a passing score on the GACE Content Assessment for Teacher Leadership will lead to eligibility for certification in Teacher Leadership at Level 6 by the Georgia Professional Standards Commission.

General Degree Information

1. A minimum of 30 semester hours beyond a master’s degree, in approved upper-level courses, will be required in the Ed.S. program. Additional courses beyond the 30-hour minimum may be required for students who hold master’s degrees in fields other than education and thus lack some of the required M.Ed. courses.

2. Graduate work taken at Mercer prior to admission to the Ed.S. program cannot be applied to the degree.

3. The College will provide courses to meet all program requirements within a minimum of four semesters from the time the student enrolls. The College is under no obligation to grant individualized study through directed/independent study courses or special topics courses unless the College fails to schedule the course requirements within the time specified.

Program Goal for the Ed.S. in Teacher Leadership

To prepare teachers to serve in teacher leader roles in grades P-12.

Program Outcomes for the Ed.S. in Teacher Leadership

Teacher leaders will:

1. Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (To Do, Practicing, Engagement)

2. Work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. (To Do, Diversity, Collaboration)

3. Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. (To Know, Understanding, Practicing)

4. Model best practices in pedagogy and serve as a mentor and coach for other educators. (To Be, Practicing, Engagement).

5. Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making. (To Do, Practicing, Reflecting).
6. Access and conduct research, and apply research findings to improve teaching and learning. (To Know, Engagement, Reflecting)

7. Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. (To Be, Engagement, Collaboration)

**Admission Requirements**

All persons who wish to enter the Ed.S. program must submit a formal written application for admission. To be admitted to the Ed.S. program, an applicant must:

1. Hold a master’s degree from an accredited institution and a master’s level certificate in a teaching field or service field.

2. Have a 3.5 grade point average on all graduate work attempted.

3. Have completed three years of acceptable teaching experience.

4. Submit results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These include the Graduate Record Examination (target score of 147 verbal and 143 quantitative, 3.5 analytical writing for exams taken after August 2011; 900 verbal/quantitative combined for pre-August 2011 exams) or the Miller Analogies Test (target score of 406). Scores must be less than five years old at the time of admission.

5. Two official copies of all transcripts.

6. A $30 application fee.

7. A recommendation from the candidate’s school district.

**Ed.S. in Teacher Leadership Degree Requirements**

**Degree Requirements 30 semester hours**

**Fall Semester (year one)**

EDUC 710 Advanced Measurement & Assessment in Teaching
EDUC 721 Leadership in Teaching
EDUC 725 Residency I

**Spring Semester**

EDUC 720 Advanced Curriculum & Instruction
EDUC 722 Leadership in Professional Development
EDUC 726 Residency II

**Summer Semester**

EDUC 702 Philosophy of Education
EDUC 709 Leadership in Content Pedagogy
EDUC 790 Research for Practitioners

**Fall Semester (year two)**

EDUC 730 Organization Development in Schools
EDUC 798 Advanced Research for Practitioners
EDUC 727 Residency III
Doctor of Philosophy Degree in Curriculum and Instruction

The Ph.D. in Curriculum and Instruction program reflects those societal changes that are placing an ever increasing emphasis upon the evolving role of the professional educator. While traditional perspectives position the educator as an “expert teacher,” Mercer University recognizes the importance of preparing doctoral level students as Transforming Curriculum and Instructional Leaders. Based on this recognition, the Ph.D. Curriculum and Instruction program is designed to prepare transforming curriculum and instructional leaders for local, state, and national levels. The program is designed to develop the credentials and expertise necessary for success in areas of educational need across the country. The fundamental goals of the program are designed to enrich the lives of all participating.

Goals and Program Outcomes of the Curriculum and Instruction Ph.D. Program

1. To prepare researchers for university, P-12, and political arenas.
   a. The candidate uses knowledge in relation to curriculum, instruction, and/or teacher education. (To Know)
   b. The candidate informs and educates those involved in making governmental policies and regulations at local, state, and/or national levels to support and improve curriculum and instruction. (To Do)
   c. The candidate systematically reflects, both informally and formally, on the relationships between research and practice. (To Be)

2. To enhance candidate knowledge of the learner.
   a. The candidate extends his/her knowledge of the cognitive, social/emotional, physical, and aesthetic development of the learner. (To Know)
   b. The candidate advocates for the cognitive, social/emotional, physical, and aesthetic development of the learner in a variety of ways. (To Do, To Be)

3. To develop curriculum leaders.
   a. The candidate will broaden his/her understanding and knowledge of the historical, philosophical, and theoretical foundations of planning, implementing, and evaluating curriculum. (To Know)
   b. The candidate will articulate his/her philosophical and theoretical curricular position in multiple ways; understand the political and theoretical contexts for planning, implementing, and evaluating curriculum; and provide curriculum leadership at various levels (e.g., local, state, and national). (To Do, To Be)

4. To develop instructional leaders.
   a. The candidate will construct appropriate and accurate knowledge of instructional strategies and techniques that incorporates critical analysis of current research and pedagogical approaches. (To Know)
   b. By demonstrating critical thinking and problem solving among educators, community agencies, and families, the candidate will
Admission Requirements

Candidates who are admitted to the Ph.D. in Curriculum and Instruction program should represent the highest in academic standards. Not all qualified applicants will be accepted. All admission requirements must be met with required documents on file prior to registration for the first course. The Ph.D. program in Curriculum and Instruction is offered as a cohort model, with new cohorts admitted each academic year.

1. A completed Ph.D. in Curriculum and Instruction application form
2. A copy of a teaching certificate at or above the master’s level (preferred but not required).*
3. A current vita or resume.
4. Two official copies of all transcripts of your academic work.
5. A master’s degree from a regionally accredited institution with a GPA of 3.5 accrued from previous graduate work.
6. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. For the doctoral program, the test is the Graduate Record Examination (target score of 151 verbal, 151 quantitative, 4.0 analytical writing for exams taken after August 2011; 1100 verbal/quantitative combined and 4.0 analytical writing for pre-August 2011 exams). Scores must be less than five years old at the time of admission. GRE scores are not the sole criteria; applicants with scores lower than the target are encouraged to apply and will need to provide stronger evidence of the ability to complete doctoral courses and independent research.
7. Three professional letters of recommendation.
8. A $35.00 non-refundable admissions processing fee made payable to Mercer University.
9. Participation in a required interview with program faculty.
10. A signed and dated narrative of career and academic goals and a writing sample to be completed as part of the application process.
11. A minimum of three years’ teaching experience (preferred but not required).

*NOTE: Completion of the program and a passing score on the GACE Content Assessment for Curriculum and Instruction will lead to eligibility for a certificate upgrade to an S-7 in Curriculum and Instruction for those who currently hold valid clear renewable certification. The degree is approved for certification only for those who are currently certified and does not lead to initial certification.

Degree Requirements – 63 semester hours

Ph.D. C & I Core (36 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDCI 805</td>
<td>The Transforming Curriculum and Instructional Leader</td>
</tr>
<tr>
<td>EDCI 815</td>
<td>History of Curriculum</td>
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<tr>
<td>EDCI 819</td>
<td>Student Cognition and Motivation</td>
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<tr>
<td>EDCI 826</td>
<td>Changing Views of Learning Assessment</td>
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<td>EDCI 835</td>
<td>Curriculum Theory</td>
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<td>EDCI 839</td>
<td>Instructional Theory and Practice</td>
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<tr>
<td>EDCI 841</td>
<td>Curriculum Evaluation and Design</td>
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<tr>
<td>EDCI 845</td>
<td>Curricular and Instructional Technology</td>
</tr>
<tr>
<td>EDCI 848</td>
<td>Pedagogical Needs of the Learner</td>
</tr>
<tr>
<td>EDCI 866</td>
<td>Paradigms in High Education for Curriculum and Instruction</td>
</tr>
</tbody>
</table>
Ph.D. C & I Research Block (15 semester hours)
EDCI 807 Foundations of Educational Research
EDCI 811 Quantitative Research I
EDCI 812 Qualitative Research I
EDCI 813 Quantitative Research II
EDCI 814 Qualitative Research II
EDCI 851 Advanced Research Design

Ph.D. C & I Dissertation (12 semester hours)
EDCI 809 Doctoral Seminar One: Scholarly Writing
EDCI 817 Doctoral Seminar Two: Survey of Literature
EDCI 837 Doctoral Seminar Three: Directed Reading
EDCI 843 Doctoral Seminar Four: Understanding and Synthesizing Research
EDCI 880 Dissertation

Continuous Registration for Dissertation Credits

Doctoral candidates must be registered for dissertation credits during any semester in which they use university facilities or the professional time of faculty members while the dissertation work is in progress. If the candidate uses university personnel or services he/she must register for EDCI 880 Dissertation for the following number of hours: doctoral candidates must register for 3 hrs. until successful defense of dissertation proposal, 2 hrs. until successful dissertation defense, and 1 hr. until dissertation is submitted to and approved by the Provost. A minimum of 4 hours is required to meet program of study requirements. To clarify, doctoral students must be registered for EDCI 880 during the semesters in which they are defending their dissertation proposals, defending their dissertations, and submitting dissertation materials to the Provost for approval.

Exit Criteria for the Doctor of Philosophy Degree in Curriculum and Instruction

A dissertation is required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from the appropriate program director, a copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the Tift College of Education, a dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees.

GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP

CONCEPTUAL FRAMEWORK: THE TRANSFORMATIONAL LEADER

TO KNOW

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

1. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
2. Demonstrates leadership and expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.

3. Shows leadership and understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs and learning styles of diverse and special needs learners.

TO DO

To Do the work of a professional educational leader in encouraging the planning and implementation of well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

1. Plans, implements and assesses a well-integrated developmentally appropriate, and culturally responsive school vision that is well grounded in pedagogical and psychological theory.

2. Leads educators to individualize, differentiate, and adapt instruction to meet the needs of diverse and special needs learners.

3. Leads educators to use a wide variety of methods, strategies, technology, and materials.

4. Develops, articulates, and implements a vision that promotes a positive culture, provides effective programs, applies best practices, and helps to develop the professional growth of all personnel.

5. Manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective environment.

TO BE

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the organizational, community, and global environment.

1. Uses feedback, reflection, research, and collaboration to enhance leadership performance, make decisions, develop and modify leadership skills, and grow as a professional.

2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.

3. Models positive and effective interpersonal skills by collaborating and responding to diverse community interests and needs, and by mobilizing community resources.

Educational Leadership Program Outcomes

Candidates who complete the programs in Educational Leadership are educational leaders who will be able to promote the success of ALL by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by all. To Know

2. Advocating, nurturing, and sustaining a school and programs conducive to learning and professional growth. To Know and To Do

3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment. To Know and To Do
4. Collaborating and responding to diverse interests and needs, and mobilizing resources. To Know, To Do and To Be

5. Acting with integrity, fairness, and in an ethical manner. To Be

6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. To Know, To Do and To Be

7. Synthesizing and applying program knowledge and skills through substantial, sustained, standards-based work in real settings. To Know, To Do and To Be

MASTER OF EDUCATION IN HIGHER EDUCATION LEADERSHIP

The M.Ed. in Higher Education Leadership aligns with the conceptual framework of the college, The Transformational Leader. In response to the lack of national standards for the preparation of higher education leaders, faculty developed the Mercer University Standards for Higher Education Leadership, a set of 13 standards with 61 embedded elements, to guide the design of this program. The M.Ed. program is designed for individuals who are seeking careers as directors, coordinators, managers, or supervisors in higher education at the mid-administration or mid-management level. Examples include Director of Financial Aid, Director of Housing, Director of Intercollegiate Athletics, Director of Human Resources, Director of Academic Advising, Director of Safety, Coordinator of Student Support Services, or Supervisor of Maintenance. Candidates will have two options – Higher Education Leadership (HEDL) or Higher Education Leadership with Academic Advising Concentration (AAC). Further, candidates will choose from one of two tracks - Community College/Technical College or Four-year Private or Public Institution. An optional Concentration in Academic Advising may be simultaneously earned by candidates in either program track by completing a 5-course curriculum that complies with the academic coursework established by the National Academic Advising Association (NACADA). Individuals who already hold a master's degree or higher, but are not enrolled in the M.Ed. program, may apply to earn the non-degree Academic Advising Concentration.

Program Goals for the M.Ed. in Higher Education Leadership

In addition to the program outcomes for all educational leadership programs at Mercer, the primary objective of the Master's degree in Higher Education leadership is to provide students a broad-based, scholarly foundation in higher education organization, structure, administration, and governance to prepare them for entry-or mid-level leadership positions in postsecondary education. Students will select one of two higher education tracks: 4-year institutions or 2-year institutions, and their subsequent coursework will be tailored to that track. Graduates will emerge with a strengthened understanding of higher education institutions, prepared to assume leadership responsibilities in a variety of professional areas including admissions, student affairs, student services, advising, diversity, alumni relations and development, finance, human resources, facilities, athletics, and enrollment management.

Admission Requirements for the M.Ed. in Higher Education Leadership:

To be considered for full admission, applicants must:

1. Hold a bachelor's (or higher) degree in an approved field from an accredited university.
2. Submit two official copies of transcripts from ALL colleges/universities previously attended. Minimum GPA is 2.75.
3. Submit official GRE scores no older than 5 years from date of admission. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing (800 verbal quantitative combined for pre-August 2011 GRE exams). GRE scores are not the sole criteria for admission; applicants with scores lower than target may apply, but will need to provide strong evidence of his or her ability to complete graduate coursework and internship requirements.
4. Submit two official letters of recommendation (from former and/or current supervisors or instructors only).
5. Submit a $30 application fee (waived for current Mercer students and Mercer graduates).
6. Submit a signed and dated narrative of career and academic goals.
7. Be interviewed by program faculty.

M.Ed. in Higher Education Leadership Degree Requirements

(36 semester hours)

The program requires 36 semester hours of coursework, in addition to an internship and the completion of an action research project. The program is delivered face-to-face and online.

Core Professional Studies (24 hours)
- EDEL601 Introduction to Higher Education
- EDEL604 Leadership Theory
- EDEL609 Internship
- EDEL610 Institutional Effectiveness and Assessment
- EDEL611 Legal Issues in Higher Education
- EDEL614 Leadership in Intercollegiate Athletics
- EDEL695 Educational Research for School Leaders
- EDEL618 Cultural Perspectives in Higher Education Leadership

Leadership Track (either 4-year or 2-year)

4-year Institution Leadership (12 hours)
- EDEL602 Contemporary College Student in 4-year Institutions
- EDEL607 Higher Education Organization and Governance of 4-year Institutions
- EDEL612 Human Resource Management in 4-year Higher Ed. Institutions
- EDEL616 Finance for Higher Education Leaders in 4-year Higher Ed. Institutions

2-year Institution Leadership (12 hours)
- EDEL603 Contemporary College Student in 2-year Institutions
- EDEL608 Higher Education Organization and Governance of 2-year Institutions
- EDEL613 Human Resource Management in 2-year Higher Ed. Institutions
- EDEL617 Finance Management in 2-year Higher Ed. Institutions

OPTIONAL ACADEMIC ADVISING CONCENTRATION FOR DEGREE CANDIDATES

A degree candidate may opt to add-on the Academic Advising Concentration to his or her degree by following the information by tracks (4-year or 2-year) shown below:
4-year Institution Leadership with AAC add-on, instead of general track
EDEL606  Foundations of Academic Advising
COUN601  Career/Vocational Counseling
COUN614  Lifespan Development
EDEL602  Contemporary College Student in 4-year Institutions
EDEL618  Cultural Perspectives in Higher Education Leadership

2-year Institution Leadership with AAC add-on, instead of general track
EDEL606  Foundations of Academic Advising
COUN601  Career/Vocational Counseling
COUN614  Lifespan Development
EDEL603  Contemporary College Student in 2-year Institutions
EDEL618  Cultural Perspectives in Higher Education Leadership

ACADEMIC ADVISING CONCENTRATION ONLY (NO DEGREE)
Students admitted to the non-degree, add-on AAC program only, must successfully complete the following 5 courses:

Academic Advising Concentration Add-on Only (15 hours)
EDEL602  Contemporary College Student in 4-year Institutions (OR EDEL603 Contemporary College Student in 2-year Institutions)
EDEL606  Foundations of Academic Advising
COUN601  Career/Vocational Counseling
EDEL618  Cultural Perspectives in Higher Education Leadership
COUN614  Lifespan Development

MASTER OF EDUCATION IN INDEPENDENT AND CHARTER SCHOOL LEADERSHIP

The M.Ed. in Independent and Charter School Leadership provides a tailored opportunity for potential leaders to prepare themselves specifically to lead in the unique environments of independent and charter schools. Candidates for this degree will explore the available literature related to leadership generally, and specifically that related to independent and charter schools. They will be required to reflect on their own professional practice and apply the theoretical knowledge drawn from the literature to the unique context of independent and charter schools. The program prepares students to enter leadership positions in the independent and charter school environments, including principal, assistant principal, headmaster, or directors of various departments, including admissions and student services. Further, the program can serve as professional development for those individuals who are currently employed in leadership positions at an independent or charter school who may have a background in areas other than education and have a need to understand the unique challenges of education to build upon their experience in the business or nonprofit sectors.

Program Standards for the M.Ed. in Independent and Charter School Leadership

The following standards have been adopted for the program to guide the development of candidates:

Standard 1: The School Mission
The school leader promotes successful development of each individual student in all areas consistent with the mission of the school. The leader accomplishes this by collaborating with the school’s governing board, administrative leadership, faculty, and staff in a continual process of evaluation, articulation, stewardship and active
implementation of the school’s vision, mission, and derivative policies and practices. This standard encompasses all others, from a broad philosophical view, and an executive-level administrative view.

a. Candidates have a solid understanding of their school’s founding principles, and articulate and promote these principles through the development of a shared vision and mission for the organization as a whole.

b. Candidates are sensitive to, and respond effectively to, changes in the organizational structure and among the school’s stakeholders.

c. Candidates develop and implement valid methods to evaluate the effectiveness of, and to revise, the shared vision and mission, and derivative policies and practices, of the organization as appropriate.

d. Candidates develop and implement policies, procedures and practices in support of the organization’s vision and mission.

Standard 2: The School Culture

The school leader understands that the culture of the school plays a crucial role in achieving the vision and mission of the organization. Consequently, the leader works to establish a culture in which all stakeholders are challenged to give their best in pursuit of the school’s vision and mission, and in which all stakeholders are valued, treated with respect, and made to feel appreciated.

a. Candidates establish an organizational culture that is focused on the promotion of the vision and mission of the school through adopted policies and practices.

b. Candidates establish an organizational culture that promotes trust, respect, and professionalism among all stakeholders, including members of the governing board, parents, administrators, faculty, staff and students.

c. Candidates establish and maintain high behavioral expectations for students, in pursuit of social and emotional growth per se, as well as in support of a challenging academic environment.

d. Candidates establish and maintain a culture that promotes personal responsibility, honesty, and ethical behavior generally, and particularly in support of any religious or philosophical standards of the organization.

e. Candidates communicate and promote the established school culture to the public clearly, honestly, and in a manner that effectively promotes the vision and mission of the organization.

Standard 3: The School Resources and Constituency

The school leader understands and accepts the challenges inherent in operating an independent school; that is, one that does not rely on traditional governmental funding or student assignment policies to operate. To meet these challenges, the leader must generate sustainable funding sources by offering a marketable educational program at an acceptable price, and by developing secondary sources such as gifts, endowments, etc. It is of particular importance that the leader ensures that the financial dealings are carried out in accordance with applicable law.

a. Candidates establish and maintain an effective marketing and recruitment strategy to attract potential students who fit the school’s targeted profile.

b. Candidates develop and implement policies and practices leading to the matriculation and retention of accepted students.

c. Candidates effectively attract and obtain financial resources from various sources in support of the organizational vision and mission.
d. Candidates maintain effective relationships with professional associations, regulatory agencies, and local community organizations as appropriate.

Standard 4: Management of the School Resources

The school leader accepts responsibility for ensuring that the resources belonging to the organization are employed for their intended use, and that this is done in an efficient manner in order to maximize their utility. The maintenance of an orderly school environment is fundamental for success, and well-planned processes are fundamental to an orderly environment.

a. Candidates develop and implement personnel practices that lead to the maintenance of a faculty and staff which effectively and efficiently supports the vision and mission of the school.

b. Candidates implement practices that support the efficient acquisition and use of financial assets, including tuition revenues, endowments, investments, grants, etc.

c. Candidates manage and maintain the school’s property, including real estate, the physical plant, and tangible assets.

d. Candidates manage the distribution, use of, and responsibility for school assets related to the learning program, such as teaching materials, technology assets, athletic and band equipment, and items used in extra-curricular clubs and organizations.

e. Candidates ensure that the management of organizational assets is carried out in compliance with applicable legal and ethical standards.

Standard 5: The Learning Program

The school leader understands that the learning program is the very essence of the organization-its raison d’etre. The learning program in an independent school includes the plan for student growth in academics, as well as growth in social, emotional and, when it is a part of the school’s mission, spiritual realms. Consequently, the school leader must be knowledgeable of the relevant literature and be able to communicate and apply this knowledge to others. He or she spends the majority of his or her time and energy supporting the learning program, and leading others to focus their time and energy to do likewise. This function of the leader involves not only compliance with applicable regulatory and accreditation standards, but with striving to lead the school to achieve at levels much higher than mere acceptable baselines.

a. Candidates develop, implement, and evaluate the learning program in a continuous improvement cycle, so that all organizational activities support the vision and mission of the school. This includes identifying and prioritizing the separate, but closely related, concepts of academic, social, emotional, and (consistent with the school’s mission) spiritual growth.

b. Candidates are familiar with, and rely upon, the literature related to the growth and development of Children and young adults, as well as that related to appropriate learning outcomes, and to plan and implement appropriate growth opportunities.

c. Candidates develop, communicate, and supervise the curriculum program to provide each student with the opportunity to maximize his or her academic potential within the context of the organization’s goals.

d. Candidates develop, communicate, and supervise the non-academic portions of the learning program to provide opportunity for students to grow socially, emotionally and (consistent with the school’s mission) spiritually.
e. Candidates understand and employ scientifically valid methods of evaluating the school's learning program, and use these evaluation data to inform the continual improvement cycle.
f. Candidates identify professional development needs of the faculty, and provide resources and opportunities for these needs.
g. Candidates ensure that the learning program complies with applicable state and federal laws and regulations.

Standard 6: Leadership Dispositions

The school leader understands that knowledge and skills alone are not enough to make one a leader. Rather, it is who a school leader is personally that inspires others to follow. With this in mind, the leader commits to the crucial, ongoing work of developing his or her dispositions relevant to any leadership position.

a. Candidates seek and accept responsibility and accountability for all aspects of school activities appropriate to their roles.
b. Candidates model ethical behavior in their professional practice, consistent not only with broadly accepted norms, but also with identified moral, ethical and religious standards as may be required by the organization.
c. Candidates consistently relate to others in a respectful, professional manner in the context of their professional practice, and in their personal capacity to the extent that it affects the organization.
d. Candidates express themselves both orally and in writing in a clear, effective, and professional manner.
e. Candidates exhibit intellectual curiosity and self-reflection, and employ critical thinking in the context of their professional practice.

Standard 7: Practical Application of Learning (Internship)

a. The leader will demonstrate his or her knowledge, skills, and dispositions by completing a formalized internship designed around standards 1-6.
b. The internship will provide opportunities for the candidate to apply knowledge learned in coursework and develop leadership skills in an authentic school context. The internship will take place over a sustained period of time, for a prescribed number of hours, and involve a variety of knowledge, skills and dispositions from standards one through six.
c. The internship program will be developed cooperatively with the candidate, a faculty advisor, and an experienced leader who will directly supervise the internship.
d. Documentation of the internship will be required, as well as a final report of the student which describes how the experience helped him or her increase mastery of the relevant knowledge, skills, and dispositions.
e. Activities completed pursuant to the internship should be different from those associated with the candidate’s normal job duties, so as to provide opportunity for growth in new areas.

Admissions Requirements for the M.Ed. in Independent and Charter School Leadership

The program accepts students five times a year in August, October, January, March, and May. To be eligible to apply, an applicant must hold an undergraduate degree from an accredited university and are required to submit the following:
• A completed application for admission
• $25 non-refundable application fee
• Official GRE scores no older than 5 years. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing (Target score for tests taken prior to August 2011 is 800 verbal quantitative combined).
• Provide two official copies of all transcripts with a minimum GPA of 2.7
• A current vita or résumé
• Three official letters of recommendation; one must be from a supervisor
• A signed and dated narrative of career and academic goals
• Complete a writing sample.

International applicants should consult the university catalog or Tift College of Education website for additional requirements.

M.Ed. in Independent and Charter School Leadership Degree
Requirements (36 semester hours)

The program requires 36 semester hours of coursework, including an internship, and the completion of a Capstone project. The curriculum includes the following courses:

- EDEL 604 Leadership Theory
- EDEL 621 Foundations of Independent Schools
- EDEL 622 Managing School Resources in Charter and Independent Schools
- EDEL 822 Collaborative Strategies: Strengthening Internal and External Relationships
- EDEL 605 Leadership in Curriculum
- EDEL 623 Leadership of the Extra-Curricular Program
- EDEL 610 Institutional Effectiveness and Assessment
- EDEL 695 Educational Research for School Leaders
- EDEL 831 Effective Human Resource Practices
- EDEL 624 Legal and Ethical Requirements of Independent School Leaders
- EDEL 665 Leadership in Instructional Supervision
- EDEL 645A Internship

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (P-12)

(Program available summer 2016 pending approval by the Georgia Professional Standards Commission)

The M.Ed. in Educational Leadership is designed to prepare candidates for entry-level leadership positions that include school level positions below the principal and district level positions that do not supervise principals. Based on standards developed by the Interstate School Leaders Licensure Consortium (ISLLC), as adopted by the Educational Leadership Constituent Council (ELCC) and as adopted by the Council for the Accreditation of Educator Preparation (CAEP). The 30-hour program consists of clinical practice that includes 250 clock hours that provide significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and faculty advisor. Upon completion of the program and posting a
passing score on the GACE content assessment in Educational Leadership, candidates will be eligible to apply for NPL Level 5 certification in Educational Leadership.

Admissions Requirements for the M.Ed. in Educational Leadership (P-12):

To be considered for admission, applicants must:

1. Hold a bachelor's degree in an approved field from an accredited university.
2. Hold valid Georgia certification as an educator in a teaching or service field at Level 4 or above.
3. Submit two official copies of transcripts from ALL college/universities previously attended. Minimum GPA is 2.75.
4. Submit official GRE scores no older than 5 years from the date of admission. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing.
5. Submit two letters of recommendation (from former and/or current supervisors or instructors only).
6. Submit a $25.00 application fee (waived for current Mercer students and Mercer graduates).
7. Submit a signed and dated narrative of career and academic goals.
8. Be interviewed by program faculty.

M.Ed. in Educational Leadership (P-12) Degree Requirements (30 semester hours)

The program requires 30 semester hours of coursework. Six credit hours of coursework will consist of a 94 clock hour internship that will occur during a 16-week period. 156 clock hours of field experiences are embedded within the remaining 24 credit hours of coursework through the completion of structured field-based assignments supervised by the course instructor. The following courses are required for program completion:

- EDEL 615. Leadership in Today’s Schools
- EDEL 655. School Law and Ethics
- EDEL 605. Leadership in Curriculum
- EDEL 665. Leadership in Instructional Supervision
- EDEL 635. Assessment and Evaluation
- EDEL 625. Managing the School Environment
- EDEL 695. Educational Research for School Leaders
- EDEL 685. Technology for School Leaders
- EDEL 637. Leadership Clinical Internship I
- EDEL 638. Leadership Clinical Internship II

Ed.S. IN EDUCATIONAL LEADERSHIP

The specialist degree in Educational Leadership aligns with the conceptual framework of the college, The Transformational Leader, and is correlated with the latest national standards in educational leadership, as established by the ELCC (Educational Leadership Constituent Council). The degree program includes two tracks: one for building-level P-12 school leaders and another for system-level P-12 school leaders. Two separate degree options exist: 1) degree-only (30 hours, does not lead to certification eligibility) and 2) performance-based (33 hours, leads to PL-6 certification eligibility).
Program Goals for the Ed.S. in Educational Leadership

1. To prepare building-level and system-level educational leaders for Georgia’s schools. Research and experience indicate that principals and supervisors play a crucial role in the success of our schools. Genuine school improvement takes place in the local school or district setting. The opportunity to educate leaders who will give direction to public schools is significant and meaningful. Mercer University seeks to prepare dynamic building and system level leaders who will be transformational in the professional community.

2. To meet the growing demands for highly-skilled school leaders in Georgia. The need for highly skilled school leaders is critical for Georgia’s school systems.

3. To develop partnerships with public schools and agencies. Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve institutional and leadership development.

Program Eligibility

There are several different categories of eligibility for this program:

1. Applicants holding current clear renewable L6 or L7 leadership certification are eligible for the non-degree, performance-based internship-only option. Candidates in this program are required to complete a year-long performance-based internship by enrolling in 6 semester hours of EDEL645B (3 hours during the Fall semester, followed by 3 hours during the subsequent Spring semester). Upon successful completion, candidates are eligible to apply for performance-based certification (PL-6 or PL-7).

2. Applicants holding a degree at the Ed.S. (or higher) in Educational Leadership from an accredited college or university and are a certified Georgia educator are eligible to apply for non-degree, certification-only option. Candidates in this program are required to complete a year-long performance-based internship by enrolling in EDEL 646 Performance Based Internship I (Building Level) during the fall semester and in EDEL 647 Performance Based Internship II (Building Level) during the spring semester. Candidates seeking system level certification will enroll in EDEL 648 Performance Based Internship I (System Level) during the fall semester and in EDEL 649 Performance Based Internship II (System Level) during the spring semester. Upon successful completion, candidates are eligible to apply for performance-based certification (PL-6 or PL-7).

3. Applicants holding a master's degree in Educational Leadership from an accredited college or university and certified as a Georgia educator are eligible to apply for the Performance-based Ed.S. degree program. Candidates in this program are required to complete the 33-hour degree program, which includes a year-long performance-based internship. Upon successful completion of the program, candidates are eligible to apply for performance-based certification (PL-6).

4. Applicants holding current Georgia Level 5 (or higher) certification are eligible to apply for the Performance-based Ed.S. degree program. Candidates in this program are required to complete the 33-hour core degree program, which includes a year-long performance-based internship.
Upon successful completion of the program, candidates are eligible to apply for performance-based certification (PL-6).

5. Applicants holding current Georgia certification at the T5 (or higher) level are eligible to apply for the Performance-based Ed.S. degree program. Candidates are then required to complete the 33-hour degree program, which includes two pre-service courses (6 semester hours total) before beginning the 27-hour core program (which also includes a year-long performance-based internship). Upon successful completion on the program, candidates are eligible to apply for performance-based certification (PL-6).

There is also a degree-only option for applicants who do not meet performance-based eligibility (or choose not to pursue performance-based certification). This option leads to an Ed.S. degree in Educational Leadership, but does not lead to certification (unless the graduate already holds current L5 certification, in which case he or she may be eligible to upgrade to L6). Upon acceptance into the degree-only Ed.S. program, candidates are required to complete the 30-hour degree program, which does not include a performance-based internship. Upon completion, graduates of this program option would then meet performance-based eligibility (line 2 above) should they wish to pursue certification.

**Admission Requirements for the Ed.S. in Educational Leadership:**

In order to be eligible for the performance-based option, applicants must meet specific requirements set by the Georgia PSC.

Note: Application materials will be considered by program faculty, who will then make decisions regarding acceptance. All Tift College of Education programs adhere to a holistic review policy for admissions.

To be considered, applicants must:

1. Meet program eligibility standards as defined in the section above.

2. Hold a master's (or higher) degree in an approved field from an accredited university.

3. Have completed at least 3 years of certified school experience.

4. Submit two official copies of transcripts from ALL colleges/universities previously attended. Minimum graduate GPA is 3.0.

5. Submit a copy of current Georgia (level 5 or higher) teaching and/or leadership certification.

6. Hold a school leadership role or position, as defined by the Georgia Professional Standards Commission (this must be verified by the school system). (Performance-based applicants only.)

7. Submit official GRE scores no older than 5 years. Target scores: 147 verbal, 143 quantitative, 4.0 analytical writing (900 verbal quantitative combined for pre-August 2011 GRE exams). GRE scores are not the sole criteria for admission; applicants with scores lower than target may apply, but will need to provide strong evidence of his or her ability to complete graduate coursework above the master’s degree level, as well as rigorous internship requirements.

8. Submit a current vita or résumé.
9. Submit three official letters of recommendation; one of these must be from a school system supervisor.

10. Submit a $30 application fee (waived for current Mercer students and Mercer graduates).

11. Submit a signed and dated narrative of career and academic goals.

12. Complete a writing sample. (This can be completed at the same visit as the interview.

13. Be interviewed by program faculty.

Ed.S. in Educational Leadership Degree Requirements (33 semester hours for Performance-based candidates; 30 semester hours for Degree-only candidates)

Note: Candidates who are admitted based on line 5 under the Program Eligibility section above must complete two 3-hour pre-service courses (EDEL 705 and EDEL 706, listed below) before enrolling in any of the following core courses.

Professional Studies (21 hours)
EDEL 615 Leadership in Today’s Schools (3 hours)
EDEL 655 School Law and Ethics (3 hours)
EDEL 605 Leadership in Curriculum (3 hours)
EDEL 686 Strategies for Improving Low Performing Schools
EDEL 625 Managing the School Environment (3 hours)
EDEL 635 Assessment and Evaluation (3 hours)
EDEL 665 Leadership in Instructional Supervision

Performance-based candidates select one of two tracks: Building-level or System-Level

Building-Level Track (12 hours)
EDEL 703 The Principalship (3 hours)
EDEL 697 School, Community and Society (3 hours)
EDEL 646 Performance Based Internship I (Building Level) (3 hours)
EDEL 647 Performance Based Internship II (Building Level) (3 hours)

System Level Track (12 hours)
EDEL 704 The Superintendency (3 hours)
EDEL 632 School Finance and Budgeting (3 hours)
EDEL 648 Performance Based Internship I (System Level) (3 hours)
EDEL 649 Performance Based Internship II (System Level) (3 hours)

Degree-only Ed.S. in Educational Leadership (30 hours)

Professional Studies (21 hours)
EDEL 605 Leadership in Curriculum (3 hours)
EDEL 615 Leadership in Today’s Schools (3 hours)
EDEL 625 Managing the School Environment (3 hours)
EDEL 635 Assessment and Evaluation (3 hours)
EDEL 645A Internship I (3 hours)
EDEL 655 School Law and Ethics (3 hours)
EDEL 665 Leadership in Instructional Supervision (3 hours)
Degree-Only Option (9 hours)
EDEL 703  The Principalship (3 hours)
EDEL 697  School, Community and Society (3 hours)
EDEL 686 Strategies for Improving Low Performing Schools (3 hours)

Exit Criteria for the Performance-based Specialist in Education Degree in Educational Leadership
The exit criteria for the Ed.S. in Educational Leadership is successful completion of all required coursework, participation in all annual Leadership Academies while candidates are enrolled, and successful completion of the LiveText Portfolio.

Doctor of Philosophy Degree in Educational Leadership
The Doctor of Philosophy (Ph.D.) degree in Educational Leadership complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the Tift College of Education. The mission of the Educational Leadership program is to promote the acquisition and development of skills, values, and motivation for growth in leadership positions; thereby improving the entire educational segment of society. These leaders will be knowledgeable in the foundations of educational thought, as well as in the science, craft, and art of leadership. In addition, they will study the specialties appropriate to their career goals and acquire the research and evaluation skills essential to both leadership practice and scholarly inquiry. Candidates are given the choice to specialize in either P-12 School Leadership or Higher Education Leadership. The program was designed to provide its candidates with a solid blend of educational theory, research, and practice. The program’s conceptual framework, curriculum strands, and program outcomes provide all candidates with a 24 semester-hour core knowledge base, supported by qualitative and quantitative research strategies (15 semester-hours), and 24 semester-hours of specialization-specific courses.

Goals of the Ph.D. Program in Educational Leadership
1. To provide an understanding of the importance of education in society and of the significance of leaders and the effects they have on society.
2. To enable candidates to gain higher-level skills necessary to pursue careers in leadership in schools, colleges and universities, corporations, and other educational agencies.
3. To provide opportunities for experienced leaders to improve the skills they possess.
4. To enable educational leaders to grow professionally throughout their careers by becoming self-initiating professionals who build upon knowledge of inquiry and motivation to renew their skills.

Admission Requirements
Candidates who are admitted to the Ph.D. program should represent the highest in academic standards. Not all qualified applicants will be accepted. Criteria for candidates applying for admission include:
1. A complete application packet for the Ph.D. in Educational Leadership
2. For P-12 School Leadership track applicants: copy of current Leadership certification from the Georgia Professional Standards Commission
3. For Higher Education Leadership track applicants: documentation of appropriate higher education experience
4. Target scores: 151 verbal, 151 quantitative, 4.0 analytical writing on the REVISED GRE; 1100 verbal/quantitative combined for pre-August 2011 GRE scores (GRE scores are not the sole criteria for admission; applicants with scores lower than the target may apply, but will need to provide strong evidence of his or her competence for completing rigorous doctoral coursework)

5. A current vita or résumé

6. Two official copies of all transcripts of academic work (minimum cumulative graduate GPA of 3.5 required)

7. Three professional letters of recommendation (one of these letters must be from a supervisor)

8. A $35 non-refundable admissions processing fee made payable to Mercer University

9. Completion of an in-person, onsite writing sample

10. Participation in an interview with program faculty, if invited

11. A signed and dated written narrative of career and academic goals

Applicants with Incomplete application files will not be considered for admission. The Ph.D. in Educational Leadership is offered as a cohort model, with new cohorts admitted each academic year.

Degree Requirements – 63 semester hours

Each course listed is 3 semester hours

**Ph.D. Core (24 semester hours)**

- EDEL 800 Advanced Leadership Theory
- EDEL 801 Organizational Theory and Behavior
- EDEL 820 Literature Review of Current Issues in Educational Leadership
- EDEL 830 The Ethics of Leadership
- EDEL 898 Dissertation I (3 hours)
- EDEL 899 Dissertation II (9 hours)

**Ph.D. Research Block (15 semester hours)**

- EDEL 810 Seminar in Research Methodology
- EDEL 811 Quantitative Research Methodology
- EDEL 812 Qualitative Research Methodology
- EDEL 813 Advanced Inferential Statistics
- EDEL 814 Topics in Advanced Research Methods

**Professional Studies (24 semester hours) – P-12 School Leadership Track**

- EDEL 821 Policies, Politics & Cultural Aspects of School Leadership
- EDEL 822 Collaborative Strategies: Strengthening Internal and External Relationships
- EDEL 823 Human Motivation Leadership
- EDEL 824 Legal Research and Analysis
- EDEL 825 Learning and Cognition in Curriculum and Instruction
- EDEL 831 Effective Human Resources Practices
- EDEL 832 School Finance and Budgeting
- EDEL 833 Facilitating Professional Learning and Development
Professional Studies (24 semester hours) – Higher Education Leadership Track

- EDEL 815 Assessment and Institutional Effectiveness
- EDEL 816 Comprehensive Planning in Higher Education
- EDEL 841 Higher Education Student Affairs
- EDEL 843 Higher Education Academic Affairs
- EDEL 844 Administration and Finance in Higher Education
- EDEL 845 Higher Education Law
- EDEL 846 Policy and Politics in Higher Education
- EDEL 850 Internship in Educational Leadership

Performance-Based (PL-7) Building Level or System Level Track Option

After completing all requirements of the Educational Leadership Ph.D. in P-12 School Leadership, candidates who meet Georgia PSC requirements for Performance-based eligibility may complete the requirements to become eligible for PL-7 status by completing a year-long internship. (See Internship II, EDEL 645B in the Ed.S section.) For admission into this PL-7 certification only option, candidates must meet all requirements set by the Georgia PSC.

Academic Standards

Candidates for the Ph.D. in Educational Leadership degree must meet and maintain the following program standards:

1. A cumulative grade point average of 3.5 or above on a 4.0 scale is required to graduate.
2. No grade below a B may be used to satisfy degree requirements.
3. A course in which a candidate earns a C or lower may be repeated only once. Up to 6 semester hours of courses for graduate credit may be repeated. A candidate may not take an equivalent course at another university to replace a grade earned at Mercer.
4. All degree requirements must be completed within a six-year period.
5. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Exit Criteria for the Doctor of Philosophy Degree in Educational Leadership

A dissertation and comprehensive examination are required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from their graduate advisors, a copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the Tift College of Education, the dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees. All additional program-specific requirements must be met.
NOTE: Course requirements may include field experiences.

CURRICULUM AND INSTRUCTION (EDCI)

EDCI 805. The Transforming Curriculum & Instructional Leader   (3 hours)
The purpose of this course is to develop an understanding of the roles of the Transforming Curriculum & Instructional Leader. These roles will be examined within the local, state, and national contexts of politics, education policy development, and policy implementation. Issues such as the nature of interest groups, political goals and strategies; external advocacy groups and organizations; and the role of the local school board, the state board of education, and the state legislature will be examined. Recent major educational reform efforts will be critiqued and potential future trends will be examined. (Summer)

EDCI 807. Foundations of Educational Research  (3 hours)
A study of research methods and statistics as applied to the field of education. This course emphasizes qualitative and quantitative methodological approaches; enables students to become more effective consumers of research; prepares students for subsequent and related courses; and provides a foundation for students to be able to conduct original research. (Summer)

EDCI 809. Doctoral Seminar One: Scholarly Writing  (2 hours)
This course will address approaches to scholarly writing and reading with an introduction to dissertation writing. Graded: S (Satisfactory) or U (Unsatisfactory) (Summer)

EDCI 811. Quantitative Research I (3 hours)
(Same as EDEL 811)
Prerequisite: EDCI 807
In this course, students will explore the assumptions and methods of the quantitative approach in educational research. First, students will review the major concepts in the research process. Next, students will examine procedures for collection and analysis of quantitative data in education. The focus will be on enabling students to know when to apply different statistical procedures to answer research questions of interest. Students will explore inferential statistics, and use hypothetical data to conduct several inferential tests such as the t test, correlation coefficients, chi square, and ANOVA. Prerequisite: Seminar in Research Methodology or Foundations of Educational Research. (Fall)

EDCI 812. Qualitative Research I  (3 hours)
(Same as EDEL 812)
Prerequisite: EDCI 807
The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of education. Through its readings and assignments, this course will equip you with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets of qualitative research is awareness of one's own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout the course as they relate to those biases and to ethical research. Prerequisite: Seminar in Research Methodology or Foundations of Educational Research, and Quantitative Research Methodology. (Spring)
EDCI 813. Quantitative Research II (3 hours)
Prerequisite: EDCI 811.
In this class, students will continue to develop their skills in using and interpreting inferential statistics. Students will become familiar with the following methods of data analysis: multiple regression, logistic regression, the general linear model (ANOVA, ANCOVA, FANOVA, Repeated measures, and mixed-design ANOVA), non-parametric analysis, MANOVA, exploratory factor analysis, categorical data analysis, and multilevel linear models. The emphasis will be on hands-on SPSS analysis and interpretation of quantitative education research data. After taking this course, students are expected to be highly competent producers and consumers of quantitative educational research. (Fall)

EDCI 814. Qualitative Research II (3 hours)
Prerequisite: EDCI 812 Qualitative Research I.
The purpose of this course is to advance students’ understanding of qualitative research design and analysis, particularly as they apply to the field of education. The focus of the course will be on deepening the understanding of qualitative research methodologies and refining data analysis skills. (Fall)

EDCI 815. History of Curriculum (3 hours)
Examines the history of competing movements in American curricular thinking and the individuals who created them. Attention is given to the cultural and instructional contexts and the political climates and agendas prevalent at those times. Emphasis is placed on primary source readings and the position of curricular thinking within an evolving national educational system. (Spring)

EDCI 817. Doctoral Seminar Two: Survey of Literature (2 hours)
Prerequisite: EDCI 809.
This course will provide broad knowledge related to a research interest in curriculum and instruction. Graded S (Satisfactory) or U (Unsatisfactory) (Fall)

EDCI 819. Student Cognition and Motivation (3 hours)
The course focuses on a social cognitive view of student learning. Examination of and research in the areas of students’ knowledge structures, cognitive and self-regulated learning, cognitive and meta-cognitive reasoning, problem solving, and critical thinking provide a foundation for curriculum planning and instruction. Social cognitive and motivational topics include self-worth theory and expectancy-value models. An explicit connection links cognitive and motivational constructs theoretically and empirically. (Summer)

EDCI 826. Changing Views of Learning Assessment (3 hours)
This course is designed to provide doctoral level candidates with the foundation for understanding the intricacies of student assessment. This course will focus on the educational assessment methods and procedures used in local, state, national, and international settings. For the purpose of decision making and program planning for students across ability levels, including those with learning needs and/or those from culturally or linguistically diverse backgrounds, students will investigate the aspects of the assessment process as it reflects commitment to professional integrity, intellectual stamina, social justice, and stewardship. (Summer)

EDCI 835. Curriculum Theory (3 hours)
A study of the theoretical underpinnings of curriculum and influential curriculum theorists. Includes examination of the theoretical constructs of curriculum as a body of knowledge to be transmitted, as product, as process, and as praxis. (Fall)
EDCI 837. Doctoral Seminar Three: Directed Reading (2 hours)
Prerequisite: EDCI 817.
This course provides an in-depth knowledge of a specific area of research interest in curriculum and instruction. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

EDCI 839. Instructional Theory and Practice (3 hours)
An in-depth exploration of the art and science of teaching. A study of how teaching methodology has developed from different historical moments and philosophical schools of thought, broadly conceived of as the transmission, constructivist, liberatory, and post-liberatory schools of thought. Specific attention is given to the work of a variety of educational theorists to understand teaching practices in schools. (Fall)

EDCI 841. Curriculum Evaluation and Design (3 hours)
A study of curriculum assessment and evaluation principles, processes, approaches, and models, with a focus on the resulting impact on curriculum design and modification at the classroom, school, system, state, and national levels. The influence of societal trends will be examined. (Summer)

EDCI 843. Doctoral Seminar Four: Understanding and Synthesizing Research (2 hours)
The candidate will demonstrate the ability to synthesize research. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

EDCI 845. Curricular & Instructional Technology (3 hours)
Addresses the needs of future scholars in the area of instructional technology. Candidates will gain an organized overview of current research, future possibilities and surrounding issues in the field of instructional technology. In-depth opportunities to review, interpret, and synthesize the literature relating to current and future trends in instructional technology will be provided. (Summer)

EDCI 848. Pedagogical Needs of the Learner (3 hours)
An in-depth examination of the research related to the pedagogical needs of learners. Includes study of appropriate assessment models and the resulting impact on curricular and instructional planning. (Summer)

EDCI 851. Advanced Research Design (3 hours)
Prerequisite: EDCI 813 or EDCI 814 (Qualitative Research II)
A study of research design models resulting in a proposal based on individual research interests. Provides an in-depth knowledge of research paradigms, promotes the development of a topic of interest, and supports the design of a quantitative and/or qualitative study. Prerequisites: Quantitative Research Two and Qualitative Research Two. (Fall)

EDCI 866. Paradigms in Higher Education for Curriculum and Instruction (3 hours)
The study of significant issues, practices, and research associated with the paradigms of curriculum and instruction at the university level. Through the analysis of teaching and learning, the student will become better prepared to design curriculum and teach courses in higher education and for professional development. Insight will also be gained by exploring the historical roots of higher education, the evolutionary changes that have taken place and future trends in curriculum for universities and colleges, the curriculum of higher education, the examination of curriculum models that currently exist in higher education, the origins of educational research, teaching the adult learner, and the study of the teaching environment at the university level through the exploration and
examination of higher education pedagogical models. Other issues related to positions in higher education will also be addressed, including such matters as tenure and promotion, advising, service, and disposition. (Spring)

EDCI 867. Advocacy and Social Justice through Curriculum and Instruction  
3 hours
The course examines policies, issues, and practices related to the theory and practice of advocacy in the context of educational perspectives. Historical perspectives of advocacy will be examined as well as tracing the impact of advocacy upon education. Litigation and legislation will also be addressed. The examination of the theoretical framework related to critical social thought will be explored. Emphasis will be placed upon the impact of advocacy on behalf of marginalized groups and the role of educators in helping these groups to become empowered. The role of advocacy and its influence upon curriculum and instruction will also be studied. (Spring)

EDCI 871. Doctoral Seminar Five  
2 hours
The candidate will actively engage in the dissertation process under guidance of the dissertation committee chair. Graded S (Satisfactory) or U (Unsatisfactory) (By special arrangement)

EDCI 873. Seminar on Curricular and Instructional Leadership  
3 hours
Provides for analytical investigation of advanced topics in and research related to leadership of curriculum and instruction at the school, system, state, and national levels. The various leadership roles will be examined within the context of historical and current approaches to curriculum and teaching and to curriculum and teaching innovation. Additional topics include, among others, instructional supervision, coaching/mentoring, professional development, law, ethics, consultation and collaboration, partnerships, advocacy, conflict management, decision-making, and problem-solving. Internship and case analysis are emphasized to develop leadership skills. (Fall)

EDCI 875. Doctoral Seminar Six  
2 hours
The candidate will actively engage in the dissertation process under the guidance of the dissertation committee chair. Graded S (Satisfactory) or U (Unsatisfactory) (By special arrangement)

EDCI 880. Dissertation (variable credit 1-5 hours per semester as advised)
Prerequisite: EDCI 843.
The candidate will work independently on his/her approved dissertation proposal and dissertation. This course may be repeated as often as necessary until the dissertation has been submitted and approved by the Provost and while the student is in good standing. Doctoral candidates must register for 3 hrs. until successful dissertation proposal defense, 2 hrs. until successful dissertation defense, and 1 hr. until dissertation is submitted to and approved by the Provost. Minimum of 4 hours required to meet program of study requirements. Graded S (Satisfactory) or U (Unsatisfactory). (Every semester)

EDCI 881. Independent Study and Research  
3 hours
Not to be counted as credit toward a degree. Students who are not enrolled in at least 6 hours of dissertation and/or course work, but who are actively working on a dissertation, consulting with the major professor, or using other resources of the university must enroll in this course each semester until the dissertation is completed. Graded S (Satisfactory) or U (Unsatisfactory) (By special arrangement)
EDCI 899. Special Topics in Curriculum and Instruction (3 hours)
This course addresses a current, timely, or historically relevant topic in more depth. The purpose of this course is to enable students to pursue a subject in curriculum and instruction that is not usually taught as part of the program of study. Approval from the program director is required to register for this course. (By special arrangement)

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 601. Introduction to Higher Education (3 hours)
This course is designed as an introduction to the historical development of higher education from early colonial times to the present. Students will identify and explore global and domestic events that have impacted and have been impacted by the development of higher education in the United States and in other parts of the world. In addition, the course focuses on globally significant as well as unique aspects of US higher education, including electives, extra-curricular activities, and intercollegiate athletics. (Twice a year)

EDEL 602. Contemporary College Students in 4-year Institutions (3 hours)
This course is designed as a comprehensive and in-depth exploration of the psychosocial development of today’s college student. Students will learn about various student development theories and how those theories apply to the contemporary 4-year college student. In addition, the course focuses on factors that influence today’s college student’s choice of career, political interests, and values and ethics. (Twice a year)

EDEL 603. Contemporary College Students in 2-year Institutions (3 hours)
This course is designed as a comprehensive and in-depth exploration of the psychosocial development of today’s college student. Students will learn about various student development theories and how those theories apply to the contemporary 2-year college student. In addition, the course focuses on factors that influence today’s college student’s choice of career, political interests, and values and ethics.

EDEL 604. Leadership Theory (3 hours)
This course is provides an in-depth analysis of various leadership theories. Significant attention is devoted to students learning their own leadership styles and understanding how those styles potentially impact organizational effectiveness. Students will learn how to apply various theories to real-world situations. (Twice a year)

EDEL 605. Leadership in Curriculum (3 hours)
This course provides a study of how philosophical underpinnings impact the design, construction, evaluation and revision of curriculum. Special attention is given to the instructional leader’s role in the continuing process of curriculum development, selection, and evaluation. (Twice a year)

EDEL 606. Foundations of Academic Advising (3 hours)
This course is designed to introduce the student to the various models of academic advising in higher education. In addition, students will learn about the history and foundation of academic advising and its role in assisting students in the matriculation process.

EDEL 607. Higher Education Organization and Governance of 4-year Institutions (3 hours)
This course is designed to provide students an overview of the various models of organization and governance in 4-year higher education institutions. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty
in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined. (Twice a year)

**EDEL 608. Higher Education Organization and Governance of 2-year Institutions**

This course is designed to provide students an overview of the various models of organization and governance in 2-year higher education institutions. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined.

**EDEL 609. Internship**

This course allows students to engage in meaningful field experiences that directly relate to their career interests. Students will select an internship site that provides opportunities to expand their depth and breadth of knowledge and experience in their chosen concentration. A total of 150 contact hours is required for successful completion of internship. (Twice a year)

**EDEL 610. Institutional Effectiveness and Assessment**

This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, and accreditation and how they all relate to each other. (Twice a year)

**EDEL 611. Legal Issues in Higher Education**

This course presents an overview of court cases and legal issues that impact governance and leadership in higher education. The course covers legal issues related to student conduct, faculty rights, and institution-student relationships. (Twice a year)

**EDEL 612. Human Resource Management in 4-year Higher Education Institutions**

This course is designed to explore the role, responsibilities, and duties of the human resource function in 4-year colleges and universities. Human resources issues such as recruiting, screening, and hiring personnel are explored. In addition, legal issues involving affirmative action, Fair Labor Standards Act (FLSA), disability, age and sex discrimination will be explored. (Twice a year)

**EDEL 613. Human Resource Management in 2-year Higher Education Institutions**

This course is designed to explore the role, responsibilities, and duties of the human resource function in 2-year colleges and universities. Human resources issues such as recruiting, screening, and hiring personnel are explored. In addition, legal issues involving affirmative action, Fair Labor Standards Act (FLSA), disability, age and sex discrimination will be explored.

**EDEL 614. Leadership in Intercollegiate Athletics**

This course provides an in-depth understanding of the role of intercollegiate athletics, including its historical development and its contemporary impact on modern colleges and universities. A major emphasis of the course is to provide students the opportunity to become knowledgeable of how athletic departments operate, including administrative structure, recruitment of student athletes, NCAA compliance, Title IX compliance and resource development and distribution. (Twice a year)
EDEL 615. Leadership in Today's Schools (3 hours)
This course is a study of current organizational and leadership theories in education and an examination of professional competencies needed in leadership positions with application to actual school situations. (Twice a year)

EDEL 616. Finance Management in 4-year Higher Education Institutions (3 hours)
This course examines the methods and procedures for generating and allocating financial resources in 4-year colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget. (Every year)

EDEL 617. Finance Management in 2-year Higher Education Institutions (3 hours)
This course examines the methods and procedures for generating and allocating financial resources in 2-year colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget.

EDEL 618. Cultural Perspectives in Higher Ed Leadership (3 hours)
This course offers an overview of the foundations of cultural perspectives in higher education leadership as a means for improving students’ cultural competence. The course is designed for students to explore the various cultural dimensions of leadership in higher education, including issues related to race, culture, gender, age, disability, and sexual orientation. Students will be introduced to various theories and models that explain differences and similarities among various groups of students. (Every year)

EDEL 621. Foundations of Independent Schools (3 hours)
This course provides a study of the history and various philosophical foundations of independent schools. Students will learn about the various models of independent schools, their funding sources, their goals, and their impact on students and society. (Every year)

EDEL 622. Managing Resources in Charter and Independent Schools (3 hours)
This course provides a general introduction to and overview of the financial management practices and problems of independent and charter schools. Specific topics will include financial accounting; budgeting/resource allocation; cost containment and retrenchment; tuition revenues; endowments; investments; grants and strategy development/strategic planning. In addition, issues related to real estate acquisition/management and acquisition and management of tangible assets will be explored. (Every year)

EDEL 623. Leadership of the Extra-Curricular Program in Charter and Independent Schools (3 hours)
This course is designed to inform candidates about the various extra-curricular activities that take place in independent schools, with a focus on management of resources related to those activities and effective processes for managing them. Topics will include regulatory compliance for competitive activities, staffing, financial management, supervision, etc. (Every year)
EDEL 624. Legal and Ethical Requirements of Independent School Leaders (3 hours)
This course provides the candidates with an overview of the legal system as it relates to independent schools. Candidates will study applicable statutory and case law in order to gain a practical understanding of legal principles. Further, candidates will explore ethical systems and consider their application to independent schools. (Every year)

EDEL 625. Managing the School Environment (3 hours)
This course is a study of school business management and finance designed to provide the educational leader with basic principles of school management, accounting and purchasing procedures, school finance and information systems. Emphasis will be placed on equipping educational leaders with a foundation of leadership principles designed to enhance personnel management skills. (Twice a year)

EDEL 635. Assessment & Evaluation in Today’s Schools (3 hours)
This course provides an overview of assessment practices for improvement of student learning. A major focus will be placed on analysis of various assessment measures available to improve the teaching and learning process. (Twice a year)

EDEL 637 Leadership Clinical Internship I (3 hours)
Principal Clinical Internship I (PCI I) is the first of a two-course sequence that provides significant opportunities for students to engage in reflective practice as a building administrator and educational leader. The PCI I is planned, guided, and evaluated cooperatively by the student, the university professor, and the field site mentor who is a licensed, practicing building administrator/educational leader. Students are expected to (1) become familiar with the roles and responsibilities of the principal; (2) lead the planning, implementation, evaluation, and reporting of a project designed to improve education in a school; and (3) reflect upon her/his leadership, seeking meaningful improvement as an educational leader. During PCI I, students engage in discussions with members of their cohort, keep a reflective journal, and record hours spent on their project. The professor will plan periodic conference calls, and/or personal phone calls, and/or visits with the student and his/her mentor to help guide the project and provide additional course oversight. The PCI I course covers the initial planning and placement in the project experience and continues with initial implementation of the project. (Once a year)

EDEL 638 Leadership Clinical Internship II (3 hours)
Principal Clinical Internship II (PCI II) is the second of a two-course sequence that provides significant opportunities for students to engage in reflective practice as a building administrator and educational leader. The PCI is planned, guided, and evaluated cooperatively by the student, the university professor, and the field site mentor who is a licensed, practicing building administrator/educational leader. Students are expected to (1) become familiar with the roles and responsibilities of the principal; (2) lead the planning, implementation, evaluation, and reporting of a project designed to improve education in a school; and (3) reflect upon her/his leadership, seeking meaningful improvement as an educational leader. During PCI II, students engage in discussions with members of their cohort, keep a reflective journal, and record hours spent on their project. The professor will plan periodic conference calls, and/or personal phone calls, and/or visits with the student and his/her mentor to help guide the project and provide additional course oversight. The PCI II course begins as a continuation of PCI I, the implementation of the project, and ends with collaborative evaluation and a written project report. (Once a year)
EDEL 645A. Internship I (3 hours)
This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor (requires 80 clock hours). Includes seminars for debriefing and reflection. Special fee.

EDEL 645B. Internship II
(3 hours for 2 consecutive semesters for a total of 6 hours)
(Prerequisite: Only those candidates admitted into Performance-Based Educational Leadership programs may register.)
Internship II runs for one year; the first 3 hours are to be completed during fall semester and the remaining 3 hours during spring semester. This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor. This year-long internship sequence includes seminars for debriefing and reflection. Candidates enrolled in the performance-based leadership track must complete this year-long intensive internship experience at either the building and/or system level. Special Fee.

EDEL 646. Performance-based Internship I (Building-level) (3 hours)
This is the first semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a building-level leader. Special fee. (Twice a year)

EDEL 647. Performance-based Internship II (Building-level) (3 hours)
This is the second semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a building-level leader. Special fee. (Twice a year)

EDEL 648. Performance-based Internship I (System-level) (3 hours)
This is the first semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a system-level leader. Special fee. (Twice a year)

EDEL 649. Performance-based Internship II (System-level) (3 hours)
This the second semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC
standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a system-level leader. Special fee. (Twice a year)

**EDEL 655. School Law and Ethics** (3 hours)
This course provides an overview of relevant school law topics. The legal aspects of teaching and the rights, responsibilities, and ethics of professional service will be emphasized. Laws and standards that directly impact the work of teachers and school administrators will be examined. (Twice a year)

**EDEL 665. Leadership in Instructional Supervision** (3 hours)
This course provides an in-depth study of leadership strategies for instructional supervision and improvement. Principles of human development theory along with research based adult learning and motivational theories will be applied. Special topics will include the development of comprehensive professional growth plans and the application of best practices for student learning. (Twice a year)

**EDEL 675. Foundations of Leadership** (3 hours)
This course explores the phenomenon of leadership from a research as well as theoretical perspective focusing upon critical education outcome elements and the process elements which contribute to organizational effectiveness. (Once a year)

**EDEL 685. Technology for School Leaders** (3 hours)
This course is designed to provide educational leaders with the knowledge to develop practical approaches to planning, organizing, and directing the integration of technology into the school curriculum. Emphasis will be placed on the use of technology both for administrative and curricular purposes. (Once a year)

**EDEL 686. Strategies for Improving Low Performing Schools** (3 hours)
This course will develop the competencies for leading and managing change and utilizing data for planning and school improvement as well as experiences in operationalizing these competencies. The outcomes will be accomplished through the examination of change theory as well as institutions engaged in successful change practices, the study of data-based decision-making and planning, and the application of skills for organizational renewal. Completion of this course will result in developing school leaders that have the competencies to successfully lead in an environment of change and turnaround low performing schools. (Every year)

**EDEL 695. Educational Research for School Leaders** (3 hours)
The purpose of this course is to examine research methodology and applied research. Emphasis will be given to the review and evaluation of educational research for school leaders. Each student will be required to design, implement, and evaluate an action research project. (Every year)

**EDEL 697. School, Community, & Society** (3 hours)
This course is designed to examine current key issues in today’s schools. Special emphasis will be given to developing school leaders who are community collaborators, net-workers, and problem solvers. ( Twice a year)

**EDEL 701. Special Topics in Educational Leadership** (1-3 hours)
Prerequisite: Permission of Program Chair.
This course is a study of specific topics that meet the needs of non-doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects. (By special arrangement)
EDEL 703. The Principalship (3 hours)
This course is designed for those candidates preparing for a career in building-level school leadership. This course is a general introduction to the principalship and contains material that is both theoretical and practical in nature. Candidates receive direction in developing the knowledge, skills and attitudes that foster instructional leadership within the school. The concepts of instructional leadership, management, human relations, and personnel development are detailed and internship assignments are integrated into course requirements. (Every year)

EDEL 704. The Superintendency (3 hours)
This course examines the role and responsibilities of the school superintendent as chief executive officer of a complex organization. The course focuses on the leadership roles of the superintendent and central office personnel in working with the board of education, building principals, school staff members, citizens of the community and political and educational leaders. Attention is given to the role of the system-level leaders in instruction and curriculum, personnel administration, finance and business management, and buildings and grounds. Internship experiences are integrated in course requirements. (Every year)

EDEL 705. School Leadership Preservice I (3 hours)
The course provides an introduction to topics most relevant to aspiring P-12 school leaders including the use and analysis of teaching and learning data to lead school improvement and theories of organizational leadership. Additionally, candidates will be introduced to various leadership styles, and learn to explore and identify their own.

EDEL 706. School Leadership Preservice II (3 hours)
This course provides an overview of legal principles relevant to educators, with a focus on practical application of those principles by school administrators. Class sessions will include discussion of current law and ethics related topics in schools, practical application exercises, and a study of relevant court cases and Georgia State Board of Education decisions on matters of school law.

EDEL 800. Advanced Leadership Theory (3 hours)
This course provides a study of advanced leadership theories, group dynamics, and human relationships theory used in educational leadership. Students will acquire skills in facilitation techniques including decision-making, problem-solving, conflict management, and evaluation strategies. (Every year)

EDEL 801. Organizational Theory and Behavior (3 hours)
This course is designed to expose candidates to the fundamental principles with which to understand human behavior inside educational organizations. The course examines various theories developed in an attempt to explain and predict faculty, administrator, staff and student behavior in an organizational context. (Every year)

EDEL 802. Program Assessment, Evaluation and Design (3 hours)
The purpose of the course is to prepare candidates with the necessary knowledge, understanding, and skills to design and implement evaluations of programs. The primary objective of program evaluation is to provide feedback to decision-makers and other stakeholders and to determine whether a particular program is achieving desired outcomes. (Every year)
EDEL 803. Special Topics in Educational Leadership (1-3 hours)
Prerequisite: Permission of Program Chair.
This course is a study of specific topics that meet the needs of doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects. (By special arrangement)

EDEL 810. Seminar in Research Methodology (3 hours)
Prerequisite: Master's level research course as determined by program advisor.
This course provides an introduction to problem identification and solving in educational leadership leading to the development of research problems and hypotheses for conducting systematic inquiries in the field, providing an overview of approaches, questions and problems posed in each of the major research paradigms. The emphasis will be on developing an understanding and appreciation of the different aspects of these research paradigms and the appropriate uses of each for inquiry in support of improved understanding of and practice in education. (Every year)

EDEL 811. Quantitative Research Methodology (3 hours)
Prerequisite: EDEL 810
In this course, students will explore the assumptions and methods of the quantitative approach in educational research. First, students will review the major concepts in the research process. Next, students will examine procedures for collection and analysis of quantitative data in education. The focus will be on enabling students to know when to apply different statistical procedures to answer research questions of interest. Students will explore inferential statistics, and use hypothetical data to conduct several inferential tests such as the t test, correlation coefficients, Chi Square, and ANOVA. (Every year)

EDEL 812. Qualitative Research Methodology (3 hours)
Prerequisite: EDEL 810
The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of education. Through its readings and assignments, this course will equip you with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets of qualitative research is awareness of one's own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout the course as they relate to those biases and to ethical research. (Every year)

EDEL 813. Advanced Inferential Statistics (3 hours)
Prerequisites: EDEL 810, EDEL 811
In this class, candidates will continue to develop their skills in using and interpreting inferential statistics. Candidates will continue to study the major approaches to the collection and analysis of quantitative data. (Every year)

EDEL 814. Topics in Advanced Research Methods (3 hours)
The focus of this course will be a selection of advanced qualitative or quantitative research methods topics not available in EDEL 810, 811, 812, or 813. Topics offered will be those in highest demand and of greatest use to students in any given semester. This course is the final formal research course offered. The course is offered concurrently with the first Dissertation II (899) course; this is a time when students are working on Chapters 1-3 of the dissertation with their respective dissertation chairs and with faculty teaching the dissertation course to make decisions about the methodology for the dissertation research proposal. (Every year)
EDEL 815. Assessment and Institutional Effectiveness  (3 hours)
This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, program evaluation, and accreditation and how they all relate to each other. (Every year)

EDEL 816. Comprehensive Planning in Higher Education  (3 hours)
This course is designed to provide students with a thorough understanding of the strategic planning process in higher education. It is intended to help students understand the concept of strategic planning, the need for strategy in higher education, and the dynamics of university-based strategic planning. It includes a brief history of strategic planning, a review of the underlying theoretical perspectives of planning, identification and definition of organizational problems, the relationship between planning, research, evaluation, and effective organizational problem-solving, emerging challenges in higher education, basic models and steps of a strategic planning process, and adapting strategic planning to unique needs of higher education. (Every year)

EDEL 820. Literature Review of Current Issues in Educational Leadership  (3 hours)
This course is a survey of foundational and historical background of contemporary issues in the field of educational leadership. Students will research selected topics in order to gain a broad perspective of the field of leadership it applies to P-16 education. (Every year)

EDEL 821. Policies, Politics & Cultural Aspects of School Leadership  (3 hours)
The politics of education as the set of interactions that influence and shape the authoritative allocation of values in the society and its educational organizations will be addressed. This course focuses on understanding the social, cultural, and political conditions that are shaping educational reforms/decisions. (Every year)

EDEL 822. Collaborative Strategies: Strengthening Internal and External Relationships  (3 hours)
This course will address the identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, and other needs of students and citizens in a community. This course is a study of the philosophy, principles, practices, and agencies and organizations involved in or influencing school community programs and initiatives. Special attention is focused on the role of school and community leaders in planning and implementing system-wide and building-level communications and involvement networks. (Every year)

EDEL 823. Human Motivation Leadership  (3 hours)
The course equips prospective school leaders with a fundamental understanding of and explanations for factors and stimulants that motivate adults, adolescents, and children to behave in various ways in academic and community settings. The course will review historical, contemporary, theoretical and empirical literature to analyze the complex behaviors and interactions of humans and groups and how school leaders can use this information to develop paradigms for the development of effective organizations. Finally, the course explores the influence of cultural, ethnic, and gender issues on motivation. (Every year)
EDEL 824. Legal Research and Analysis (3 hours)
This course will focus on the legal aspects of operating a school system. Topics for study will include, but not be limited to, federalism and the relative balance of state and federal responsibilities for public schooling, constitutional rights of students, teachers, and other system employees, state and federal statutory and common law requirements for public and private schooling, and local school board policy as a source of law for educators. (Every year)

EDEL 825. Cognition and Learning in Curriculum and Instruction (3 hours)
This course is an analysis of curriculum and instructional models/theories, classroom/system applications, current issues/trends and their impact on educational leadership practices. (Every year)

EDEL 830. The Ethics of Leadership (3 hours)
This course will examine the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implications of decision-making within educational organizations and the impact upon staff morale, personal integrity and citizens. The course will make visible the ethical challenges and decisions criteria facing leaders and to explore the leadership role in sharing the organization's ethical culture. An emphasis will be made on critical thinking, normative decision-making, and the role of values in educational leadership. (Every year)

EDEL 831. Effective Human Resources Practices (3 hours)
This course provides an overview of the statutes that regulate human resources practices. The focus will be on the employment process to include job descriptions, advertising, recruiting, interviewing, selection, hiring, orientation, mentoring and retention of quality employees. In addition, compensation studies, salary schedules and benefit packages will be reviewed. A thorough knowledge of the evaluation process to include professional development plans and due process, as required by law, will be presented. (Every year)

EDEL 832. School Financing and Budgeting (3 hours)
This course provides an in-depth study of school district finance and budgeting. The focus will include funding formulas, state allotment sheets, millage rates, bond issues and special taxes as they relate to school systems. Emphasis will be placed on creating a school district annual budget that supports the system’s mission and goals. (Every year)

EDEL 833. Facilitating Professional Learning and Development (3 hours)
Analysis and application of techniques used in leading professional development for the improvement of instruction. Emphasis will be given to needs assessments, focus groups, ongoing support, formative and summative evaluation, and budgeting. (Every year)

EDEL 841. Higher Education Student Affairs (3 hours)
This course examines the role of student affairs administrators in student success in higher education. Candidates will consider the role of student affairs through study of theories, research, and methods, and candidates will apply this theory to current practice. The following student affairs’ topics will be explored: administrative environment; organization and management issues; essential skills and competencies of student affairs leaders; diversity; commitment to professional education; and the relationship between student and academic affairs. (Every year)
EDEL 843. Higher Education Academic Affairs (3 hours)
The purpose of this course is to emphasize academic leadership concepts that relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in higher education. Special attention will be given to the teaching-learning environments and the factors that shape them. (Every year)

EDEL 844. Administration and Finance in Higher Education (3 hours)
This course involves an exploration of the functional areas/skills that contribute to the effective administration of higher education institutions. Emphasis will be placed on planning, leadership, personnel administration, enrollment management, and facility management. Current topics affecting college and university operations will be investigated. (Every year)

EDEL 845. Higher Education Law (3 hours)
This course will provide candidates with opportunities to study legal aspects of higher education. The candidates will be able to understand the current law through regulations and court cases; to become acquainted with appropriate legal resources and reference materials; and to become familiar with significant court decisions affecting higher education. (Every year)

EDEL 846. Policy and Politics in Higher Education (3 hours)
This course is designed to provide frameworks and approaches to the policy and politics of higher education. Policy making, policy development and policy implementation will be considered. The course will focus on, but will not be limited to, the governance structure and policy-making process in American higher education, current legislative developments, state political agenda, and the role of educating an increasingly diverse student population. (Every year)

EDEL 850. Internship in Educational Leadership (3 hours)
The internship course is designed as a culminating experience to coursework taken as a part of the doctoral program in educational leadership. Candidates will complete a sustained internship (minimum of 50 clock hours) in an educational setting under the guidance of an identified mentor. (Every year)

EDEL 897. Independent Study and Research (3 hours)
Prerequisite: EDEL 898 (3 hours), EDEL 899 (9 total hours), and program chair consent. Students who have not completed the dissertation, but are actively working toward completion, consulting with the dissertation committee and/or other faculty, or using other resources of the university must enroll in this course each semester until the dissertation is completed. This course does not count toward a degree. Graded S (Satisfactory) or U (Unsatisfactory) (Every semester)

EDEL 898. Dissertation I (3 hours)
Prerequisite: EDEL 898. Students must enroll in this course for 3 consecutive semesters, for a total of 9 hours.

EDEL 899. Dissertation II (3 hours)
This course is designed to provide guidance to students who are conducting dissertation research. The specific course activities will be based on the needs of individual students. Major requirements include: APA-formatted dissertation proposal, formal IRB approval, APA-formatted final dissertation, formal oral defense of the dissertation research at three distinct stages (pre-proposal, proposal, final). The course should NOT be viewed as a substitute for the advice and guidance students should solicit from their individual dissertation committee members. Graded S (Satisfactory) or U (Unsatisfactory) (Every semester)

ENGLISH (EDEN)

EDEN 648. Applied English Linguistics (3 hours)
This course includes the study of phonetics, morphology, structural linguistics, and grammar and focuses on how these features of the structure of English create problems for English learners. It is intended to acquaint prospective and current ESL teachers with modern linguistic theorists, insightful practitioners, the relationship between linguistic theory and its practical application in the classroom, and it is intended to help them understand English structure well enough to be able to answer learners' questions with accuracy and confidence. (By special arrangement)

EDEN 649. Writing Workshop (3 hours)
The focus of this workshop is to provide teachers with an understanding of the writing process and its implementation and management in the classroom. Students will be involved in numerous types of writing exercises and will create writing assignments to meet curriculum and instructional needs of students. (Every year)

EDEN 655. Young Adult Literature (3 hours)
This course consists of a survey of young adult literature for middle and secondary students. Emphasis will be placed on using young adult literature as a bridge to traditional literature to help create life-long readers. Related issues and concerns surrounding the use of young adult literature will be addressed. (Every year)

EDEN 656. The Teaching of a Major Literature Figure or Form (3 hours)
This course is concerned with a major figure or form in British or American literature. The course focuses on approaches to the writer or form and methods of teaching such subjects in the middle grades and secondary classroom. (May be taken more than once with different figures or forms.) (By special arrangement)

EDEN 699. Special Topics in English (3 hours)
(Prerequisite: Permission of Advisor)
A study of specific topics relevant to English education for English/Language Arts teachers in MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.) (By special arrangement)

MATHEMATICS (EDMT)

EDMT 601. Problem Solving in Mathematics: ECE/MGE/SEC (3 hours)
This course includes foundations of mathematics - sets, symbolic logic, and the deductive method. It also provides fundamentals of algebra, geometry, real analysis, and number theory through the use of problems involving logic, number theory, spatial perception, geometric formulas, linear equations and equalities, and through the use of games. (Every year)
EDMT 611. Theory of Arithmetic (3 hours)
Designed for teachers of mathematics in grades P-12, this course focuses on a concentrated study of number theory that provides the foundation of arithmetic through the use of problem solving and modeling. (Occasionally)

EDMT 621. Algebra for the MGE/SEC Teacher (3 hours)
This course is designed to enhance the teaching of prealgebra and algebra in the middle and secondary grades by focusing on numeral and number systems, sets, relations, linear equations and inequalities, systems of linear equations in two variables, the study of polynomials in one and two variables, selected topics related to the history of mathematics, issues related to curriculum design, methods for conveying these concepts to students, and related NCTM Standards. (Every year)

EDMT 631. Geometry for the MGE/SEC Teacher (3 hours)
This course is designed to enhance the teaching of geometry in the middle and secondary grades by focusing on the basic concepts of Euclidean geometry, methods of conveying these concepts to students, and related NCTM Standards. (Every year)

EDMT 641. Discrete Mathematics for the MGE/SEC Teacher (3 hours)
This is a study of discrete mathematics with emphasis on finite sets, matrices, combinations, permutations, application in probability and statistics, problem solving, issues relevant to curricular design, methods of conveying these concepts to students, and related NCTM Standards. (Occasionally)

EDMT 668. Workshop in Mathematics Education (1-6 hours)
The content of these workshops is determined by the needs and demands of the students and by current and emerging topics and trends in mathematics education. Related NCTM Standards are addressed as appropriate. (Hours to be determined. A maximum of 6 semester hours is allowed.) (Occasionally)

EDMT 677. Number Sense and Algebra in ECE (3 hours)
This course is designed to enhance early childhood teachers’ knowledge of number and operations and algebra by focusing on number sense and number systems, number operations, sets, patterns, relations, functions, linear equations and inequalities, selected topics related to the history of mathematics, and related NCTM Principles and Standards. (Occasionally)

EDMT 678. Geometry, Measurement, and Data Analysis in ECE (3 hours)
This course is designed to enhance early childhood teachers’ knowledge of geometry, measurement, and data analysis by focusing on two- and three-dimensional geometric figures and their characteristics, geometric reasoning, coordinate and transformational geometry, non-standard and standard measurement of attributes (including length, perimeter, area, volume, capacity, time, temperature, and angles), data collection and interpretation, statistics, and probability, selected topics related to the history of mathematics, and related NCTM Principles and Standards. (Occasionally)

EDMT 699. Special Topics in Mathematics (3 hours)
(Prerequisite: Permission of Advisor)
A study of specific topics relevant to mathematics education for mathematics teachers in ECE, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.) (Occasionally)
NATURAL SCIENCES (EDSC)

EDSC 612. Life Science for Middle and Secondary Teachers (3 hours)
A survey of life science for science teachers that reviews basic biology and focuses on those areas in which recent advances have added to our knowledge. An integrated lecture-laboratory course. (Occasionally)

EDSC 631. Topics of Environmental Science (3 hours)
This course is designed for science teachers to examine the relationship of humans to their physical environment. Basic concepts are drawn from such diverse areas as ecology, chemistry, geology, public health, meteorology, physics, ethics, economics, and political science. (Occasionally)

EDSC 641. Geology for Teachers (3 hours)
The essentials of physical and historical geology designed to acquaint the student with how the scientific method of investigation is used to explain the natural aspects of planet earth, its origin, and its development through time. An integrated lecture-laboratory course. (Occasionally)

EDSC 651. Physical Science for Teachers (3 hours)
This course is designed for practicing teachers who have had little or no experience in the physical sciences. It focuses on the philosophy, processes, and methodology of physical science through the use of integrated laboratory experimentation, lectures enhanced by hands-on type demonstrations, field work, and computer-aided instruction techniques. Cost effective conceptual modeling that can be utilized in the classroom is developed. (Occasionally)

EDSC 674. Conceptual Integrated Science I (3 hours)
This course provides an introduction to physics, chemistry, biology, earth science and astronomy, the full array of the natural sciences. A conceptual approach will be used. The conceptual approach relates science to everyday life, is personal and direct, de-emphasizes jargon and vocabulary, emphasizes central ideas and concepts rather than details, and puts concepts ahead of computation. While it is important that the students understand and appreciate the important relationships of mathematics and science, the equations and computation used in this course will be developed naturally out of the concepts and will be used to clarify concepts rather than as a chance to practice mathematical problem solving. At its core, this course will present science to the candidates in a manner which models for them the best practices of the profession. (Occasionally)

EDSC 675. Conceptual Integrated Science II (3 hours)
Prerequisite: (EDSC 674 Conceptual Integrated Science I)
This course provides an overview of physics, chemistry, biology, earth science, and astronomy. The course is conceptual in nature, which means the concepts and ideas are emphasized over the details and mathematical rigor. Because this is the second course in the two course sequence, there will be conceptual building blocks in the first course to support ideas presented in the second course. Each course will consist of required modules. The modules will provide a basic framework for both courses to insure that certain basic ideas will be included each time the course is taught and still allow the instructor freedom to organize and teach the course as they think best. (Occasionally)
EDSC 699. Special Topics in Science (3 hours)
Prerequisite: Permission of Advisor.
A study of specific topics in Science education for teachers in ECE, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.) (Occasionally)

SOCIAL SCIENCES (EDSS)

EDSS 601. Physical and Cultural Geography (3 hours)
The principle topics of study concern the physical and cultural environments, including climate, land forms, soil, minerals and other resources, space relationships, and maps. (Every year)

EDSS 611. History of Georgia (3 hours)
This course provides a political, economic, social, and cultural survey of Georgia from its founding to the present day. (Every year)

EDSS 621. State and Local Government (3 hours)
Intergovernmental relations in the federal system, and the organization, functions, and politics of state and local governments are studied. (Occasionally)

EDSS 660. Cultural Anthropology (3 hours)
An analysis of the culture areas of the world with in-depth studies of cultures within each of these areas, including the way the cultures were before contact with western civilization and the effect of this contact on the cultures. (Occasionally)

EDSS 699. Special Topic Social Science (3 hours)
Prerequisite: Permission of Advisor.
A study of specific topics in social science education for teachers in ECE, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor. (Occasionally)

EDUCATION (EDUC)

EDUC 603. School Philosophy & Teacher Leadership (3 hours)
This course focuses on the application of the philosophies of education most relevant to the aims, curriculum, and methods of elementary, middle, and secondary education. Additionally, this course will examine the concept of teacher leadership and its relationship to improved educational quality. (Every year)

EDUC 615. Classroom Management & Applied Learning (3 hours)
Strategies with ECE Special Needs Students
The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive, behavioral, social, and interpersonal/psychological theories of motivation will be reviewed and applied to best practices with special needs students. This course also will identify and apply contemporary aspects of learning theories and research to the practice of teaching special needs students. (Every year)

EDUC 616. Classroom Management & Applied Learning (3 hours)
Theory for MGE/SEC
The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive, behavioral, social, and interpersonal/psychological theories will be reviewed and applied to best practices in classroom management, motivation, and discipline. This course also will identify and apply contemporary aspects of learning theories and research to the
practice of teaching in MGE and SEC. The psychology of teaching disabled and underachieving students also will be discussed. (Every year)

EDUC 618. Issues of Diversity: Language, Cognition, and Culture (3 hours)
This course provides the basis for understanding diversity by exploring the social, cognitive, and communicative roots of diversity: with a primary focus on how students learn to think and communicate within their home, community, and school environments. (Occasionally)

EDUC 625. Culturally and Educationally Responsive Pedagogy
This course provides students with the theory, knowledge, and strategies to teach the culturally diverse and special needs population in today’s classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real-world guidance. (Every semester)

EDUC 639. Teaching Strategies and Classroom Environment for Active Learning in ECE
The course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life long learning. Students will develop advanced knowledge of the variety of teaching strategies based on brain and learning research that will enable them to bring life into the classroom. (Occasionally)

EDUC 646. Methods of Teaching English to Speakers of Other Languages (ESOL)
A study of how English as a second language is learned at different age levels and ways to systematically select and utilize appropriate teaching strategies and materials for teaching each level. Attention will be given to procedures and techniques for teaching and assessing progress in grammar, speaking, pronunciation, listening comprehension, reading and writing. (Occasionally)

EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems
This course provides ways to prevent, diagnose, and correct problems students have as literacy learners. Specific diagnostic tools, corrective techniques, preventive measures, and ways to interpret and synthesize information gathered will be examined. (Every year)

EDUC 651. Contemporary Curriculum Practices for ECE
This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Every year)

EDUC 652. Contemporary Curriculum Practices for MGE
This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help middle grades teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Every year)
EDUC 653. Contemporary Curriculum Practices for SEC  
This course will include the study and application of contemporary curriculum, technology and teacher leadership practices for secondary education. Students will learn and implement methods of curriculum design, assessment and innovative instructional strategies. This course will serve as a means to help secondary teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Every year)

EDUC 654. Children’s Literature  
An examination of the classics and contemporary literature for children in grades P-5. Contemporary criticism of the literature from fields as diverse as anthropology, education, developmental psychology and contemporary literary criticism is discussed. A transactional approach for teaching children’s literature is explored. (Every semester)

EDUC 662. Clinical Practicum  
Prerequisite: Permission of reading program director.
This course is a supervised Practicum in which the student in a field setting applies knowledge of research and practice in reading in a field setting. The student will document the semester’s work in a course notebook. Special Fee. (Spring only)

EDUC 673. Investigative Science  
A course designed for teachers with the purpose of enhancing science knowledge and process skills. The content of the course will consider basic principles of earth, life, and physical sciences within the context of the investigative nature of science. Special emphasis will be placed on integrated process skills and scientific attitudes. (Occasionally)

EDUC 676. Integrated Science Methods with Residency  
Prerequisite: (EDSC 674 & 675 Conceptual Integrated Science I and II)
This course is designed to meet the residency requirement for the Early Childhood Science Endorsement. Students taking this course must be certified and have classroom experience. The course will be organized around their shared experience and growth during the program. Candidates will spend a minimum of 40 hours engaged in science teaching related activities at either their own school or as an intern in an assigned school. They will meet the requirements of the authentic residency in this course by planning and teaching a minimum of ten science lessons. These lessons must be taught in at least two different grade levels and the populations of the two classes in which the lessons are taught must meet diversity requirements and guidelines of the state certification agency. Special Fee. (Occasionally)

EDUC 679. Mathematics Content Pedagogy  
(Prerequisites: EDMT 677 & EDMT 678)
This course provides advanced study of constructivism-based methods of mathematics learning for all children and application of candidate knowledge of theory and practice in a K-5 mathematics field setting. Candidates plan and implement a variety of mathematical experiences to enhance their abilities to integrate theory and research-based practices; to communicate effectively; to teach effectively mathematics content; to demonstrate a variety of teaching methods, media, and technology that meet the needs of a diverse student population; and to organize and manage the learning environment. The course also focuses on encouraging an engaging student-learning environment through various processes and promoting collegial professional learning experiences. Special Fee. (Occasionally)
EDUC 685. The Global Age (3 hours)
Investigation of major economic, political and cultural global issues, their interrelatedness and implications for education. Issues include the organization, functions, urbanization, changing family patterns, peace and disarmament, ecological problems, human and civil rights. (Occasionally)

EDUC 687. Reading Theory: Research & Best Practices (3 hours) in ECE Reading
This advanced literacy course will allow Early Childhood educators to explore both current and historical significant reading research and theory and to select an aspect of reading for in-depth independent research. (Every year)

EDUC 688. Content Area Literacy Research & Best Practices in MGE & SEC (3 hours)
This course will prepare teachers to help their students develop and improve the skills needed to read, learn, and understand in the content areas. Emphasis is placed on the latest research on literacy instruction and its implications for student learning in the content areas. The course objectives are based on the nationally accepted standards for teaching reading as set forth by the International Reading Association. (Every year)

EDUC 690. Introduction to Educational Research (3 hours)
This course provides an introduction to educational research. It is designed to aid students in the acquisition of skills and knowledge required of a competent consumer of educational research. The focus will be on preparation to implement action research in a field setting. (Fall)

EDUC 698. Research Project in Education (3 hours)
Prerequisite: EDUC 690.
The student will present the project in the form of a formal written report following the guidelines presented in class. This report requires an extensive review of the literature in a selected area of study and an applied research project in a field setting. This project is planned and executed by the student under the direction and supervision of the instructor. (Spring)

EDUC 699. Special Topics in Education (1-3 hours)
Prerequisite: consent of advisor.
A study of specific topics in education which meet the needs of graduate students in the Master of Education program. (Can be repeated for a maximum of 6 hours with consent of advisor.) (Occasionally)

EDUC 702. Philosophy of Education (3 hours)
A study of historically influential philosophies of education with a special emphasis given to idealism, realism, pragmatism, and existentialism. Additional emphasis will be given to current educational issues and their philosophical underpinnings. (Summer)

EDUC 709. Leadership in Content Pedagogy (3 hours)
This course is designed to enhance the teaching of the chosen subject matter by focusing on a deeper understanding of integral content, research-based methods of conveying these concepts to students, and utilizing appropriate state and national standards to guide instruction. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners. (Summer)
EDUC 710. Advanced Measurement and Assessment in Teaching (3 hours)
The purpose of this course is to examine the concept of student assessment in the context of teacher leadership. Particular emphasis will be given to the relationship between assessment and school improvement. Topics will include trends and issues in assessment, overview of statistical treatment of assessments, use of texts as assessments, performance-based assessments, and the selection and use of achievement, aptitude, norm-referenced and criterion-referenced tests. (Fall)

EDUC 720. Advanced Curriculum and Instruction (3 hours)
An advanced course designed to engage students in the understanding and implementation of curriculum and instruction. The integration of computer and information technology within the curriculum will be explored. Attention will be given to the modification of curriculum and instruction in order to adapt to the needs of the student with disabilities. (Spring)

EDUC 721. Leadership in Teaching (3 hours)
The purpose of this course is to examine the concept of school leadership and its relationship to improved educational quality. Topics will include teachers as leaders, styles of leadership, decision-making, communication, educational change, teacher as mentor, politics of education, and grantsmanship. (Fall)

EDUC 722. Leadership in Professional Development (3 hours)
The purpose of this course is to examine those content domains that teacher leaders should be familiar with in order to lead their peers. Topics will include the professional development of teachers, the differentiated classroom, and school law. (Spring)

EDUC 725. Residency I (1 hour)
The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. Special Fee. (Fall)

EDUC 726. Residency II (1 hour)
The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. Special Fee. (Spring)

EDUC 727. Residency III (1 hour)
The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. Special Fee. (Fall)

EDUC 730. Organization Development in Schools (3 hours)
This course is designed for teachers who are in roles of leadership and expert teaching practice. Candidates will study and analyze the skills and processes needed for implementing specific strategies and acting as change agents. For example, the student in this course will analyze how new teaching strategies, curricula, and administrative practices are advanced. Consultation aspects of the course address implementation of
positive interactions between peers, parents, related professionals [i.e. psychologists, physicians, and attorneys] and other community members. Aspects of adult learning and motivation also are addressed in light of the school environment. (Fall)

**EDUC 790. Research for Practitioners (3 hours)**
The purpose of this course is to examine methodology and applied research. Emphasis will be given to the review and evaluation of research literature on teaching and to developing ways of applying both quantitative and qualitative research methods in their own teaching practices. Students will be required to identify a teaching/learning problem in their classrooms or schools, identify the appropriate research method for the problem, and write a research plan for it. (Summer)

**EDUC 798. Advanced Research for Practitioners (3 hours)**
The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. (Fall)

**EDUC 799. Special Topics in Education (3 hours)**
Prerequisite: consent of advisor.
A study of specific topics in education which meet the needs of graduate students in the Specialist in Education program. This course is usually done as a directed individual study that will include special projects. (Can be repeated for a maximum of 6 hours with consent of advisor.) (By special arrangement)

**MASTER OF ARTS IN TEACHING (EMAT)**

**EMAT 526. Foundations of Education (3 hours)**
Prerequisite for all MAT restricted courses if not taken at undergraduate level or transferred in; does not count towards MAT degree.
This course is an introduction to teaching and will include an examination of current education issues. The study of historical and sociological influences on contemporary education, including federal and state policy and law will enable students to think and write about educational issues. There will be an emphasis on educational philosophy. (Every semester)

**EMAT 601. Initial Field Experience (1 hour)**
Prerequisites: Full Admission prior to the application periods; online application
This semester-long course provides teacher candidates a community or school-based placement early in the teacher preparation program during which they are expected to observe the learning and teaching environment, tutor individual students or small groups of students, and reflect on teaching experiences in this setting. Candidates are required to complete a minimum of 35 hours during the semester in their assigned placement, under the direction of a certified classroom instructor (or the equivalent, for community placements). Additionally, candidates must attend Initial Field Experience Orientation and all related seminars. Special Fee. (Fall and Spring; Summer by special arrangement)

**EMAT 605. Planning & Organizing Instruction in ECE (3 hours)**
(Prerequisite for all restricted ECE MAT courses)
This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in early childhood, including the ranges of developmentally appropriate practices, activities, and materials for grades P-5. Teacher candidates will learn and implement methods of unit, lesson, and assessment design. (Every semester)
EMAT 606. Planning & Organizing Instruction in MGE (3 hours)
(Prerequisite for all restricted MGE MAT courses)
This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in the middle grades, including the ranges of developmentally appropriate practices, activities, and materials for grades 4-8. Teacher candidates will learn and implement methods of unit, lesson, and assessment design. (Every semester)

EMAT 607. Planning & Organizing Instruction in SEC (3 hours)
(Prerequisite for all restricted SEC MAT courses)
This course is designed to help the beginning teacher candidate prepare to teach in a 6-12 setting. The course will include an introduction of the basic techniques for planning, organizing, and evaluating student learning in grades 6-12. Attention will be given to the examination of secondary schools and topics considered necessary for effective secondary school operation. This course includes an orientation to teaching and learning in today's secondary schools, planning for instruction, strategies, aides, media, and resources for effective instruction, and assessment and continuing professional development. (Every semester)

EMAT 608. Practicum (3 hours)
Prerequisites: Successful completion of EMAT 601, submission of on-line application.
This course provides a school-based teaching experience for teacher candidates. Candidates will be assigned a placement based on required cluster and diversity requirements, and will spend a minimum of 60-80 hours during the semester in the classroom over a semester. Candidates are required to attend Practicum Orientation and all seminars. Special fee. (Fall and Spring)

EMAT 609. Mentored Practicum (3 hours)
Prerequisites: On-line application and submission of specified paperwork; full admission; successful completion of EMAT 601 and majority of coursework.
The Mentored Practicum is designed for those candidates who are employed in an approved accredited school setting on a non-renewable teaching certificate, and in a setting appropriate to the certification that the candidate is seeking. The candidate will complete this course in his or her own classroom, under the mentorship of a teacher assigned by the school and by a Mercer supervisor. Additional clock hours in other school settings may be assigned in order for the candidate to meet diversity requirements for certification. Candidates are required to attend seminars, including orientation. Special fee. (Fall and Spring)

EMAT 611. Student Teaching (9 hours)
Prerequisites: On-line application and submission of specified paperwork; successful completion of EMAT 608/609; completion of all coursework with a grade of B or better.
This course provides a full-day, semester-long teaching experience for teacher candidates. Candidates will be assigned to diverse schools and will gradually assume responsibility for working with groups and individuals. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school related experiences with guidance provided by the Classroom Teacher and University Supervisor. Each Student Teacher will teach full-time for a minimum of three to five weeks. Candidates are required to attend student teaching orientation and all seminars. Special Fee. (Fall and Spring)
EMAT 612. Internship (9 hours)
Prerequisites: On-line application and submission of specified paperwork; successful completion of EMAT 608/609; completion of all coursework with a grade of B or better.
The Internship is designed for candidates who are employed in an accredited and approved public or private school setting and are teaching on a non-renewable teaching certificate in an appropriate setting for which the candidate is seeking clear renewable status. Candidates are required to attend internship orientation and all seminars. Specific policies and requirements are included in the Teacher Education Handbook. Special Fee. (Fall and Spring)

EMAT 619. Child Development & Learning (3 hours)
The purpose of this course is to integrate critical aspects of child development and learning, with related learning, motivational, and behavioral theories. The course addresses child cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course. (Every semester)

EMAT 620. Adolescent Development & Learning (3 hours)
The objective of this course is to integrate critical aspects of adolescent development and learning, and related learning theory. The course addresses adolescent cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course. (Every semester)

EMAT 621. Curriculum & Planning in ECE (3 hours)
This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades P-5. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit. (Every semester)

EMAT 622. Curriculum & Planning for MGE (3 hours)
This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades 4-8. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit. (Every semester)

EMAT 623. Curriculum & Planning for SEC (3 hours)
This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades 6-12. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit. (Every semester)

EMAT 626. Creative Teaching & Learning in ECE (3 hours)
The content of the course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life long learning. This
course is designed to teach and enrich students' knowledge of the variety of teaching strategies that will enable them to bring life into the classroom. (Every semester)

**EMAT 634. ECE Language and Literacy I** (3 hours)
The focus of this course is on beginning reading and writing and on the learning theory and language development that provide the bases for literacy learning. A major focus of this course is learning to teach all children to read and write: children who read and write easily, those who experience difficulty in learning, and those for whom English is not their first language. Topics include language development, emergent literacy, assessment, approaches to teaching language and literacy, and organizational approaches for preschool, kindergarten, first, and second grade classes. (Twice a year)

**EMAT 635. ECE Language and Literacy II** (3 hours)
Prerequisite: EMAT 634
This course will build on and extend the theory and knowledge acquired in Language and Literacy I, focusing on continuing reading and writing instruction for all learners in grades 3 - 5. Topics include language and vocabulary growth, assessment, methods of teaching, and organizational approaches for older elementary readers. Reading and writing to learn will be an important component of this course. (Twice a year)

**EMAT 642. Content Area Reading & Writing:** Literacy Development for MGE/SEC (3 hours)
This course will focus on the development, use, and evaluation of language, concepts (specialized vocabulary), and critical thinking while reading text and writing to enhance learning. Attention will be given to the use of metacognitive strategies, including visual tools, so that all students can become engaged and active literacy learners. (Every year)

**EMAT 644. Teaching Language Arts through Writing in MGE** (3 hours)
This course will extend and strengthen the knowledge of middle grades teachers in examining research and problems and developing strategies for teaching language as an integrative process. Attention will be given to assessing and adjusting instruction to meet the needs of all students, including those with exceptionalities, disabilities, and cultural diversities. (Every year)

**EMAT 645. Teaching English** (3 hours)
This course focuses on a study of how to teach English in secondary schools. Its perspective is student-centered, constructivist, developmental, inquiry based, and reflective. The course includes investigation of crucial issues such as: constructivist principles of learning, approaches to teaching grammar and writing, approaches to teaching literature, portfolios, censorship. Attention will be given to means of assessments, including authentic assessment and to state and national standards for the English/Language Arts guide for improved pedagogy. (Every year)

**EMAT 665. Teaching Mathematics in ECE** (3 hours)
This course provides an in-depth concentration on selected topics that are included in the early childhood/elementary curricula. Included are reflective thinking as related to the elementary mathematics classroom; application and problem solving; number, number systems, and number sense; error pattern diagnosis; algebraic concepts; measurement; spatial visualization; informal and formal geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and relevant NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics. (Twice a year)
EMAT 666. Teaching Mathematics in MGE & SEC  (3 hours)
This course provides an in-depth concentration on selected topics that are included in the middle and secondary curricula. Included are reflective thinking as related to the mathematics classroom; application and problem solving; error pattern diagnosis; pre-algebra; algebra; geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and related NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics. (Every year)

EMAT 667. Teaching Science & Health in ECE  (3 hours)
Prerequisite: EMAT 626
This course will focus on a study of science and health education in the early childhood grades, including in-depth investigation of concepts of science, current science programs, instructional methods, and technology and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards, will be modeled. (Twice a year)

EMAT 668. Teaching Science in MGE & SEC  (3 hours)
This course is designed to provide science content knowledge appropriate for middle and secondary education (grades 4-8 and 6-12). There will be an in-depth investigation of concepts of science, current science programs, instructional methods and technology and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards, will be modeled. (Every year)

EMAT 671. Teaching Social Studies in a Multicultural World for ECE  (3 hours)
Prerequisite: EMAT 626
This is an advanced course in which selected topics in social studies elementary education are explored in depth, especially multicultural education. A variety of effective ways to teach and assess students are modeled, with a focus on current trends and research from the National Curriculum Standards for Social Studies. This class will prepare the transforming educator to create a learning environment which celebrates the diversity of cultures. (Twice a year)

EMAT 672. Teaching Social Studies in MGE & SEC  (3 hours)
This course provides a broad understanding of the teaching of the social sciences coinciding with awareness, understanding, and respect for cultural diversity in American society. Specifically, the course is designed (1) (To Know) to provide social studies content knowledge appropriate for middle and secondary education; (2) (To Do) model developmentally appropriate teaching methods as recommended by the National Council for the Social Studies, and (3) (To Be) explore the implications of social studies educational attitudes and values within our multicultural society. (Every year)

EMAT 681. Teaching Exceptional Learners  (3 hours)
This course explores the fundamentals of Exceptional Learner Education in America’s schools. Emphasis is given to the historical development of Exceptional Learner Education, relevant legislation and litigation, educational policy, and contemporary trends and issues. In addition to providing an overview of the various exceptionalities, attention is given to typical physical, social, cognitive, and learning characteristics of students, including at risk and other diverse learners. Students will also be exposed to teaching
strategies to improve student achievement and engagement, including research-based interventions. Emphasis is given to empowering the transforming educator to recognize her/his role in embracing all children as part of a community of learners. This course includes and goes well beyond the minimum special education requirement for Georgia certification. (Every semester)

**EMAT 689. Educational Assessment and Research (3 hours)**
This course provides an introduction to educational assessment and research. It is designed to aid students in the acquisition of skills and knowledge required to create, administer, and evaluate assessments and become a competent consumer of educational research. The focus will be on preparation to implement educational assessment skills and action research in a field setting. Appropriate emphasis will be placed on the relevance of technological development in this area. (Every semester)
Penfield College offers several (including two dual degree programs) graduate degree programs on the Cecil B. Day Campus in Atlanta. At the master’s level, the College offers the Master of Science in Clinical Rehabilitation Counseling, Master of Science in Clinical Mental Health Counseling, Master of Science in School Counseling, Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Care and Counseling, Master of Science in Organizational Leadership, and Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization. The College also offers an Educational Specialist degree in School Counseling and a Doctor of Philosophy degree in Counselor Education and Supervision. The College offers a Master of Science in Public Safety Leadership online.

**GRADUATE PROGRAMS**

- Master of Science in Clinical Mental Health Counseling (Atlanta)
- Master of Science in Clinical Rehabilitation Counseling (Atlanta)
- Master of Science in School Counseling (Atlanta)
- Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Care and Counseling (Atlanta)
- Master of Science in Organizational Leadership (Atlanta, Henry County, and Macon)
- Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization (Atlanta and Henry County)
- Master of Science in Public Safety Leadership (Online)
- Educational Specialist in School Counseling (Atlanta)
- Doctor of Philosophy in Counselor Education and Supervision (Atlanta)
The Master of Science in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Master of Science in School Counseling is approved by the Georgia Professional Standards Commission (PSC) for Endorsement for the S-5 (School Counseling) certification. Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.

Admissions Requirements

All persons who wish to enter any counseling degree program must file a formal application for admission to Atlanta graduate studies with the Atlanta Campus Office of Admissions. For additional information, contact the Program Coordinator.

Minimum academic admission requirements for the Master's degree in Counseling programs are as follows:

1. Students must have earned an undergraduate degree from a regionally accredited college or university.
2. Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
3. Students must present a minimum score of 800 on the GRE (excluding the analytical section) if taken prior to August 1, 2011. If taken after August 1, 2011, students must present a target score of 151 on the Verbal section and 143 on the Quantitative section. Students may also take the Miller's Analogies Test with a target score of 397.
4. (School Counseling Only) Successful completion of the GACEI or evidence of exemption from test.
5. Students must submit two official transcripts of all college work attempted.
6. Students must submit a non-refundable $35 application fee.
7. Background check.
8. Successful completion of an interview with departmental faculty is required for entrance into the program. Interviews will be conducted only after potential candidates have applied for admission and are qualified, based on assessment of a completed application file.
Provisional Admission

If for some reason the applicant does not meet either the minimum GPA, the minimum test score, or if the applicant has not yet taken or received the score from the appropriate graduate admissions exam, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case by case basis and may be granted in the case of some documented extenuating circumstance. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester and will not be allowed to register for additional classes until acceptable test scores or GPA or both are achieved.

Application Deadlines

Applications are accepted year round but students are typically admitted three times annually, Fall semester, Spring semester, and Summer semester. To be considered for admission for a particular semester, applications and all supporting materials must be received by the following dates:

- July 1 for Fall Semester
- November 1 for Spring Semester
- April 1 for Summer Semester

It is in students’ best interest to complete their application file as soon as possible to minimize the chance of being closed out of either admission or registration.

Transfer Credits

Students may transfer up to 25% of their required course credits for any course taken at an accredited institution for which they earned a grade of “B” or better.

Academic and Ethical Standards

Students in the M.S. Program are required to maintain a cumulative GPA of at least 3.0 (“B”) in all classes taken toward the degree. If a grade below “C” is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two “C/C+’s” in those classes required for the degree. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

If a student’s cumulative GPA falls below 3.0, the student will be placed in a probationary status and a formal Remediation Plan may be put into effect until he/she raises the average to 3.0. A student who is on academic probation is limited to two course per semester until the average has been raised to 3.0. If the semester average falls below 2.0 (“C”), the student’s case will be reviewed by the Director of Academic Affairs and the graduate faculty and, without extenuating circumstances, the student may be dismissed from the graduate counseling program.

Because of the nature of Counseling, Counselor Educators have an ethical responsibility to screen from the field those students who for one reason or another appear unable to perform the responsibilities of a counselor. To that end, evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. All students enrolled in any Counseling program will be reviewed annually by a committee of faculty members. This process will include a review of the student’s academic standing, skills acquisition, and professional and personal dispositions in the field of counseling.
A student may be dropped from a course and/or a program if the welfare of the student’s clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the Counseling Program faculty, in jeopardy as a result of the student’s behavior or performance. In addition, the student must complete the Introduction to Clinical Mental Health Counseling course (COUN 602), the Introduction to School Counseling (COUN 631) course, or the Introduction to Clinical Rehabilitation Counseling course (RHAB 601) with a grade of “B” or better. A grade of “B” or better is also required for Counseling Theories (COUN 612). A grade other than “A”, “B+”, or “B” requires repetition of the introductory course(s). When repetition of the introductory course is necessary, no other counseling or education course work may be taken concurrently.

The course in counseling skills and the course in group counseling (the laboratory courses) also require a grade of “B” or better for continuation in the program. A grade lower that “B” in any of the laboratory course work requires repetition of the course or courses. As with the introductory course, no other counseling or education course work may be taken concurrently while repeating a laboratory course.

Grade Appeals

If a student disagrees with an assigned course grade, the student is required to initiate an appeal with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after the 30-day period will not be honored. Questions may be directed to the dean’s office of the college/school in which the course is offered.

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. If satisfaction is not achieved, the student may then wish to submit an appeal to the Chair of the Counseling and Human Sciences Department Chair. If satisfaction is not achieved, the student may then wish to submit an appeal to the Academic Standards Committee/Grade Appeals Committee. Grade appeals must be submitted in writing within thirty days after the grade has been issued by contacting the Director of Academic Affairs for Graduate Programs for the College.

The grade appeal process includes several steps. At each step, you must document your communication. This may be accomplished through copies of emails, letters, or well-organized notes from a conversation. Please focus specifically on the grade dispute. You may choose to end the appeal process at any point.

Student Review and Remediation Plans

Due to the nature of the Counseling Profession, it is an ethical responsibility for Counselor Educators consistently review both the academic progress and the interpersonal attributes of counselors-in-training. Academic progress can be tracked through formal and informal assessments, assignments, and the GPA. Interpersonal attributes are evidenced in the student’s interactions with his or her peers and professors, during role play situations, and during classroom discussions. Faculty members take note of students who seem to be having difficulty with interpersonal and intrapersonal interactions and meet with individual students to discuss these issues. In such instances, a written report may be filed with the Program Coordinator and the incident may be discussed with other faculty members to determine if there is any course of action to be taken. Students’ fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of the semester by the entire Counseling faculty. These standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of one’s impact on others  
6. Ability to deal with conflict  
7. Ability to accept personal responsibility  
8. Ability to express feelings effectively  
9. Attention to ethical and legal concerns  
10. Initiative and motivation

Each Professional Standard is rated on a score of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Standards Evaluation (found in the student handbook).

A Remediation Plan may be written for a student for any number of reasons. Some examples of criteria for a formal Remediation Plan include, but are not limited to:

- Lack of academic success  
- Violation of the Honor Code or Plagiarism Policy  
- Consistently low scores in one or more Professional Performance Standard  
- Problems in clinical practice or field experience as reported by the site supervisor  
- Other interpersonal or intrapersonal problems

In the case of an academic remediation, recommendations may include repeating a class or receiving tutoring assistance. In other instances, the Remediation Plan may recommend delay of clinical or field experiences, receiving individual or group counseling, or that the student not take classes for a semester. The Remediation Plan is not punitive in nature and is meant to assist the student in becoming successful in life and in the counseling profession.

The Professional Performance Review Process

Each Professional Performance Standard is rated on a score of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Standards Evaluation (found in Student Handbook). Students receiving a rating of 3 on one or more of the Professional Performance Standard will be considered deficient in professional performance and will follow the following procedure:

1. The student, the issuing faculty (including adjunct faculty), and the Counseling Program Coordinator will meet to discuss the professional concern(s). The student will be presented with a Notification of Professional Concern form, on which will be listed the deficit rating(s), the issuing faculty’s explanation for the rating(s), and descriptions of remedial actions that will be required. Signatures of both student and issuing faculty will verify their understanding of the concerns, the remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Concern form, and a copy shall be forwarded to the student’s academic advisor.

2. If a student receives more than one Notification of Professional Concern form during his/her Program of Study or fails to show reasonable progress for the deficiencies cited, he/she will be required to meet with the issuing faculty, the academic advisor, and the Counseling Program Coordinator in accordance with the procedure provided in #1. Depending on the nature of new performance concerns and/or the reasons for the student’s failure to comply with previously determined remedial action plans, the issuing faculty and the student advisor will meet with the full counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the
student’s fitness for continuation in the program. The student, issuing faculty, and the academic advisor will retain a signed copy of any revisions made to the original signed Notification of Professional Concern form.

3. Faculty will initiate the Professional Performance Review protocol at any time for students that knowingly engage in unethical or illegal activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending on the level of the perceived threat, the entire faculty may recommend discontinuation in the Program without opportunity for remediation.

4. All faculty recommendations for denial of a student’s continuation in the Counseling Program will be forwarded to, and ultimately be the decision of, the Dean of the Penfield College.

Appealing the Remediation Plan:

Should the student disagree with the Remediation Plan and/or refuse to sign the plan document, the following appeal process is in place. At each step, the student must document all communication. Students may accomplish this through copies of emails, letters, or well-organized notes from conversations. Students are asked to focus specifically on the items in the Remediation Plan that they are appealing and to provide concise information that will aid those reading the appeal. The student may chose to end the appeal process at any time, indicating agreement with the Remediation Plan.

1. Communicate by letter or email with the faculty member who made the referral and the Program Coordinator to discuss the nature of the dispute with the Remediation Plan and present the rationale for changes to the plan. The Program Coordinator must respond within seven days to the department chair and the Dean’s office. If the Program Coordinator agrees, the Remediation Plan will be changed accordingly.

2. If the Program Coordinator decides that plan should not be amended or repealed, the student’s next step is to communicate with the Department Chair regarding the Remediation Plan. The documentation of the student’s communication with the Program Coordinator must be submitted to the Chair. The Chair must respond to the appeal formally in writing with a copy to the Dean’s office. If the Chair agrees to amend or repeal the Remediation Plan, it will be done in a timely manner.

3. If the Chair maintains that the Remediation Plan should not be amended or repealed and the student decides to move forward with his or her appeal, the student can then submit the appeal to the Director of Academic Affairs for Graduate Programs of Penfield College. This must be done in writing, and all supporting documents must be sent to the Director of Academic Affairs. The Director of Academic Affairs for Graduate Programs will make a decision about the appeal and will notify the student in writing with a copy of the decision sent to the Dean’s office.

4. If the decision of the Director of Academic Affairs for Graduate Programs is not acceptable to the student, the student may then appeal the Remediation Plan directly to the Dean. This must be done in writing, and all supporting documents must be sent to the Dean. The Dean will make a decision about the appeal and will send written notification to the student in a timely manner. Students may appeal the Dean’s decision to the Provost.
Limitation in Completion of Requirements

A student in a Master’s program must complete all requirements within a six-year period. Time limits shall be computed from the beginning of the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. No credit will be given for courses taken more that six years prior to the date on which the degree is to be conferred.

Transient Status

An applicant who is currently admitted to full graduate standing in a degree program at another institution may be admitted as a transient student by submitting the application forms, the application fee, and a letter of permission from his/her institution in lieu of transcripts.

Course Load

To qualify for full time status, a graduate student must enroll in 9 hours per semester. Students may enroll part time. Requests for overloads of up to 12 hours must be approved by the student’s advisor. Overloads beyond 12 hours must be approved by the Director of Academic Affairs for Graduate Programs. To qualify for financial aid, a graduate student must be fully admitted and must enroll in a minimum of 6 hours per semester.

Master of Science in Clinical Mental Health Counseling Degree

The Master of Science in Clinical Mental Health Counseling is designed to prepare students to function as counselors in a variety of community settings including but not limited to mental health centers, community agencies, hospitals, private practices, residential treatment centers, Department of Corrections, and/or other helping or human services oriented programs. Private practice and many counseling occupations require that an individual be licensed as a Professional Counselor. The Counseling degree is designed to prepare the student for licensing as a Professional Counselor in the State of Georgia. In addition to academic preparation, the license as Professional Counselor requires successful completion of the state licensing exam, National Counselor Examination, and additional years of postgraduate counseling experience and supervision.

Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress and wellbeing of each person being served. Graduates of the Counseling Program will demonstrate the ability to:

1. work individually with clients on educational, vocational, social, emotional, or personal problems;
2. work with groups of clients on educational, vocational, social, emotional, or personal problems;
3. consult with other professionals and administrators concerning the clients’ developmental needs;
4. participate in psychological assessment programs, including the interpretation of test results;
5. provide information and understanding to clients in the areas of educational, social, or vocational planning;
6. conduct and facilitate local research efforts.
General Requirements for the Degree

The minimum credit requirements for the Master of Science in Clinical Mental Health Counseling are 60 semester hours of graduate credit. No credit will be given for courses completed more than six years prior to the date on which the degree is to be conferred.

There are certain conditions which must be met to transfer graduate courses to Mercer’s graduate program. The institution must be regionally accredited and students must be admitted to the institution’s regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student’s planned program. The maximum amount of transferred credit is limited to 12 semester hours. Only courses in which the student earned a “B” or better will be considered for transfer credit. Transfer credits must be approved by the Counseling Program Coordinator. Courses taken for another degree previously earned may not be applied to the Counseling Degree.

Degree Requirements – 60 semester hours

Professional Studies (26 credit hours)

A. Required

- COUN 602  Introduction to Clinical Mental Health Counseling (3 hours)
- COUN 609  Practicum (3 hours)
- COUN 610  Internship (6 hours)
- COUN 613  Cultural Perspectives in Counseling (3 hours)
- COUN 614  Lifespan Development (3 hours)
- COUN 618  Ethics and Professional Issues (3 hours)
- COUN 621  Research and Program Evaluation (3 hours)
- COUN 630  Professional Seminar (1 hour)
- COUN 635  Orientation to Professional Practice (1 hour)

Content and Related Studies

A. Required (28 credit hours)

- COUN 601  Career and Vocational Guidance (3 hours)
- COUN 604  Psychopathology and Diagnosis (3 hours)
- COUN 605  Group Techniques and Procedures (4 hours)
- COUN 606  Counseling Skills and Techniques I (3 hours)
- COUN 608  Psychological Aspects of Substance Abuse (3 hours)
- COUN 612  Counseling Theory (3 hours)
- COUN 615  Counseling Skills and Techniques II (3 hours)
- COUN 617  Assessment and Testing (3 hours)
- COUN 641  Theories of Family Therapy (3 hours)

B. Electives (6 credit hours)

- COUN 603  Directed Independent Study (3 hours)
- COUN 607  Gender Issues in Counseling (3 hours)
- COUN 616  Psychological Helping Skills III (3 hours)
- COUN 623  Play Therapy (3 hours)
- COUN 624  Advanced Addictions Treatment (3 hours)

Other courses as approved by advisor

Clinical Practice

Students are required to complete three semesters of clinical practice which includes a one semester Practicum (COUN 609) of 100 clinical hours and two semesters of Internship (COUN 610) which totals 600 hours of clinical practice.
Prior to entry into the Practicum (COUN 609) and Internship (COUN 610) phase of the program, students must complete 29 semester hours as follows:

- COUN 602 Introduction to Clinical Mental Health Counseling (3 hours)
- COUN 604 Psychopathology and Diagnosis (3 hours)
- COUN 605 Group Techniques and Procedures (4 hours)
- COUN 606 Counseling Skills and Techniques I (3 hours)
- COUN 608 Psychological Aspects of Substance Abuse (3 hours)
- COUN 612 Counseling Theory (3 hours)
- COUN 613 Cultural Perspectives in Counseling (3 hours)
- COUN 614 Lifespan Development (3 hours)
- COUN 618 Ethics and Professional Issues (3 hours)
- COUN 635 Orientation to Professional Practice (1 hour)

Students should note that dismissal from a Clinical Practice Site could, under some circumstances, lead to dismissal from the Counseling Program.

**Counseling Exit Requirements**

Candidates for the Master of Science in Clinical Mental Health Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) prior to receiving the degree.

**Licensure and the National Counselor Examination (NCE)**

Before any candidate can apply for Licensed Associate Professional Counselor (LAPC) status in the State of Georgia, he/she must demonstrate a passing score on the National Counselor Exam (NCE). Candidates are urged to complete this examination prior to graduation from the program.

The exam is the next step in the licensing process, and it is advantageous to complete the exam while the student is able to use the resources of the program for preparation. The NCE covers the eight common core areas as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Preparation. These common core areas and the relevant Mercer courses are:

A. Human growth and development (COUN 614. Life Span Development)
B. Social and cultural foundations (COUN 602. Introduction to Clinical Mental Health Counseling, and COUN 613. Cultural Perspectives in Counseling)
C. Helping relationships (COUN 606. Psychological Helping Skills I and COUN 612. Counseling Theory)
D. Group work (COUN 605. Group Process and Procedures)
E. Career and lifestyle development (COUN 601. Career/Vocational Counseling)
F. Appraisal (COUN 617. Individual Analysis and Testing)
G. Research and program evaluation (COUN 621. Research and Program Evaluation)
H. Professional orientation and ethics (COUN 618. Ethics and Professional Issues)

Prior to taking the NCE, students should have completed the following courses:

- COUN 601 Career and Vocational Guidance (3 hours)
- COUN 602 Introduction to Clinical Mental Health Counseling (3 hours)
- COUN 604 Psychopathology (3 hours)
- COUN 605 Group Techniques and Procedures (4 hours)
- COUN 606 Counseling Skills and Techniques I (3 hours)
- COUN 612 Counseling Theory (3 hours)
COUN 613  Cultural Perspectives in Counseling  (3 hours)
COUN 614  Lifespan Development  (3 hours)
COUN 617  Assessment and Testing  (3 hours)
COUN 618  Ethics and Professional Issues  (3 hours)
COUN 621  Research and Program Evaluation  (3 hours)

The NCE consists of 200 multiple choice items. Scores for each section and a total score will be reported to the graduate program for each student. Students will be allowed four hours to complete the examination, including the demographic questionnaire. Results will be available four weeks after the date of the administration. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. The exam will be offered twice a year in April and October. Please see the Exam Coordinator for application information and test dates.

Students who do not successfully complete the NCE will be required to retake the entire examination in order to pursue licensure in the State of Georgia. The retake will occur at a regularly scheduled test date, so candidates are encouraged to take the exam in the semester prior to their anticipated date of graduation so as not to delay licensure application should difficulty arise in successful completion of the exam.

**Master of Science in School Counseling Degree**

(Mercer University is accredited by the National Council for Accreditation of Teacher Education (NCATE); all professional education programs, including School Counseling, are approved by the Georgia Professional Standards Commission.)

The Master of Science in School Counseling is designed to prepare students to function as counselors in public and private PK-12 school settings and to be certified by the Georgia Professional Standards Commission (GAPSC) at the SC-5 level. Mercer University does not award School Counseling certification. School Counselors in the State of Georgia must obtain certification from the Georgia Professional Standards Commission (GAPSC). In addition to successful completion of school counseling coursework provided, students will be required to demonstrate evidence of knowledge pertaining to educating exceptional children. The three credit hour requirement in the education of exceptional children can be satisfied through additional coursework at Mercer or other institutions or through attendance at appropriate workshops. The required computer skills competency is infused in the core school counseling classes (COUN 631 and COUN 632). A Master’s degree in School Counseling, three credit hours of coursework in the education of exceptional children, and the Georgia Assessment for the Certification of Educators (GACE II), school counselor content tests (103 and 104), are necessary for certification as a School Counselor in Georgia. Specific information regarding opportunities to satisfy these components will be provided to the students throughout their studies.

School Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress of each student being served. Today’s school counselors are vital members of the educational team whose role is essential to facilitate growth in academic achievement, personal and social growth, and career development for all students. School counselors will be trained as leaders and advocates in their profession. During the first year of study, intensive coursework has been designed to immerse the School Counseling student in the history, foundations, theory, and skills necessary for a Professional School Counselor. During this time, the student will prepare academically for the role of the School Counselor. The student will proceed with clinical instruction in the second year within the culture of the school working with diverse populations under constant supervision. Having completed this program of study, the School Counseling student will become a reflective practitioner, advocating the needs
and rights of his/her students, while collaborating and establishing partnerships with parents, schools, other professionals, and communities.

The School Counseling Program at Mercer University is under the direction of the Penfield College (in collaboration with the Tift College of Education) and the University Graduate Council. Tift College of Education, is responsible for the oversight of all professional education certification programs at the University. Mercer students who successfully complete the requirements for School Counseling certification through the graduate program in School Counseling and meet all certification testing requirements for the state of Georgia will be eligible for certification recommendation through the Tift College of Education’s Office of Certification. The School Counseling Program at Mercer has been approved by the Georgia Professional Standards Commission, the state authority that grants educator certification.

**The Conceptual Framework**

The conceptual framework of the School Counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration, and Systemic Change**. Mercer’s program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the Penfield College of Mercer University has developed the School Counseling Program is as follows: **“The Transformational School Counselor: Leader, Advocate, Collaborator, and Systemic Change Agent.”**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme **“The Transformational Educator-To Know, To Do, To Be.”**

**Combined Conceptual Framework:**

**TIFT COLLEGE OF EDUCATION**

**PENFIELD COLLEGE**

**The Transformational Educator:**

**To Know, To Do, To Be**

**Leader, Advocate, Collaborator, & Systemic Change Agent**

**To Know**

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

Leadership. Professional School Counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.
1. Demonstrate knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.

2. Demonstrate an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.

3. Articulate an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

**To Do**

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assess, plan, and implement strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student’s right to a rigorous curriculum that ensures post-secondary success.

2. Demonstrate a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barrier.

3. Consult with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling program.

**To Be**

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

**Collaboration and Systemic Change.** Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Model positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.

2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrate an ability to develop and implement educational programs that meet the individual goals of all students.

3. Demonstrate an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.
Program Outcomes

The goals for the School Counseling Program are correlated to the Georgia Standards for School Counseling and the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counselor Association (ASCA) National Standards for School Counselors, and the Council for Accreditation of Educator Preparation (CAEP).

In addition to the required core curricular experiences, the graduate of the School Counseling Program will be able to:

1. Demonstrate the knowledge and skills associated with the foundations of school counseling, including the history, philosophy, and current trends in school counseling and educational systems;

2. Demonstrate an understanding of the coordination of counseling program components as they relate to the total school community;

3. Use strategies that help promote, develop, and enhance effective teamwork within the school and the larger community;

4. Use theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students;

5. Work individually in groups and in the classroom with students in developing appropriate ways to facilitate growth in the areas of academic achievement, personal/social growth, and career development for all students;

6. Demonstrate understanding of the concepts of the ASCA National Model and the ASCA National Standards for School Counseling Programs by being able to develop and administer a comprehensive developmental School Counseling Program;

7. Understand the concepts inherent in various testing programs, use test results to make data based decisions concerning student programs of study, and be able to interpret test results to students, parents, and community members;

8. Assess the effectiveness of the school counseling program using data obtained by examining student outcomes;

9. Conduct and facilitate local research and evaluation efforts.

General Requirements for the Degree

The minimum credit requirements for the Master of Science in School Counseling degree are 60 semester hours of graduate credit. These 60 credit hours include 9 hours of clinical experience in the public schools. Each student will complete a total of 900 hours of clinical experience to include experience at each of three levels: P-5, 6-8, and 9-12.

There are certain conditions which must be met to transfer regular graduate credit to Mercer’s graduate program. The institution must be regionally accredited and the student must be admitted to the institution’s regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student’s planned program. The maximum amount of transferred credit is limited to 15 semester hours. Only courses in which the student earned a “B” or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the M.S.
Field Experience

Students are required to complete three semesters of field experience which includes a one semester School Counseling Practicum (COUN 639) of 150 clinical hours and two semesters of Field Experience (COUN 640) which totals 750 hours of work in a K-12 schools.

Prior to entry into the Practicum (COUN 639) and Field Experience (COUN 640) phase of their program students must complete 38 semester hours as follows:

- COUN 601 Career and Vocational Guidance (3 hours)
- COUN 605 Group Techniques and Procedures (4 hours)
- COUN 606 Counseling Skills and Techniques I (3 hours)
- COUN 608 Psychological Aspects of Substance Abuse (3 hours)
- COUN 612 Counseling Theory (3 hours)
- COUN 613 Cultural Perspectives in Counseling (3 hours)
- COUN 614 Lifespan Development (3 hours)
- COUN 618 Ethics and Professional Issues (3 hours)
- COUN 631 Introduction to School Counseling (3 hours)
- COUN 632 Leadership and Administration in School Counseling (3 hours)
- COUN 641 Theories of Family Counseling (3 hours)
- COUN 643 Counseling for College Access and Career Readiness (3 hours)
- COUN 644 Orientation to Professional Counseling Practice (1 hour)

School Counseling Exit Requirements

Candidates for the Master of Science in School Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) prior to conferring the degree. Candidates are also required to complete the electronic portfolio through LiveText.

Certification and the National Counselor Examination (NCE)

Before any candidate is recommended for certification, he/she must demonstrate a passing score on the following criteria:

1. The GACE II content exams for School Counseling (103 & 104)
2. Completion of exceptional children coursework

Candidates are urged to complete these requirements prior to graduation from the program.

The NCE consists of 200 multiple choice items. Scores for each section and a total score will be reported to the graduate program for each student. Students will be allowed four hours to complete the examination, including the demographic questionnaire. Results will be available four weeks after the date of the administration. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. The exam will be offered twice a year in April and October. Please see the Exam Coordinator for application information and test dates.

Candidates for the Master of Science Degree in School Counseling are strongly urged to take this exam prior to graduation for a number of reasons, including the National Certified Counselor designation. Additionally, should the candidate decide to become a National Certified School Counselor or to apply for licensure as an LPC in Georgia, a passing score on the NCE is a pre-requisite.
Program Requirements for the M.S. in School Counseling Program

The Master of Science Degree in School Counseling requires the successful completion of 60 semester hours of credit as follows:

Professional Studies (28 credit hours)

A. Required
   - COUN 613 Cultural Perspectives in Counseling (3 hours)
   - COUN 614 Lifespan Development (3 hours)
   - COUN 618 Ethics and Professional Issues (3 hours)
   - COUN 621 Research and Program Evaluation (3 hours)
   - COUN 631 Introduction to School Counseling (3 hours)
   - COUN 633 Seminar in School Counseling (1 hour)
   - COUN 639 Practicum in School Counseling (3 hours)
   - COUN 641 Theories of Family Counseling (3 hours)
   - COUN 640* Field Experience in School Counseling (6 hours)*

   *PROGRAM NOTE: School Counselors in the State of Georgia are certified for grades PK-12. Therefore, students will be exposed to P-5, 6-8, and 9-12 levels of public school education during their clinical experiences.

Content and Related Studies (32 credit hours)

B. Required
   - COUN 601 Career and Vocational Guidance (3 hours)
   - COUN 605 Group Process and Procedures (4 hours)
   - COUN 606 Counseling Skills and Techniques I (3 hours)
   - COUN 608 Psychological Aspects of Substance Abuse (3 hours)
   - COUN 612 Counseling Theory (3 hours)
   - COUN 615 Counseling Skills and Techniques II (3 hours)
   - COUN 642 Brief Therapy (3 hours)
   - COUN 617 Assessment and Testing (3 hours)
   - COUN 623 Play Therapy (3 hours)
   - COUN 632 Leadership and Administration in School Counseling (3 hours)
   - COUN 643 Counseling for College Access and Career Readiness (3 hours)
   - COUN 644 Orientation to Professional School Counseling Practice (1 hour)

Master of Science in Clinical Rehabilitation Counseling Degree

Mission Statement

The mission of the Clinical Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services aimed at helping individuals with disabilities to achieve their maximum potential. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Learning Outcomes for Clinical Rehabilitation Counseling

Upon successful completion of the program requirements:

1. Students will understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
2. Students will know the laws that affect individuals with disabilities and will be able to advocate for the rights of those individuals;

3. Students will understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;

4. Students will value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;

5. Students will demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and

6. Students will know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

Requirements for Degree Completion

The Master of Science in Clinical Rehabilitation Counseling degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Students are academically prepared to sit for the Certified Rehabilitation Counselor exam (CRC) when they complete 75% of coursework and will get results upon completion of degree. Contact the Commission on Rehabilitation Counselor Certification at (847) 394-2104 or www.crccertification.com for more information about certification.

The M.S. program in Clinical Rehabilitation Counseling prepares students to work as professionals in a variety of settings such as the Veterans Administration, the Georgia Department of Labor Rehabilitation Services, and rehabilitation hospitals, insurance companies, and private business and industry.

Clinical Rehabilitation Counseling Exit Requirements

Candidates for the Master of Science in Clinical Rehabilitation Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) prior to conferring the Degree.

Degree Requirements - 60 semester hours
I. Core Clinical Rehabilitation Courses: Courses must be taken prior to beginning Applied Practice sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>RHAB 601</td>
<td>Introduction to Clinical Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 606</td>
<td>Psychological Helping Skills</td>
<td>3</td>
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<tr>
<td>COUN 625</td>
<td>Case Management</td>
<td>3</td>
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<td>Group Techniques and Procedures</td>
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<tr>
<td>RHAB 612</td>
<td>Medical Aspects of Disability</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 19 hours

II. Required courses that can be taken concurrently with Applied Practice Sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHAB 604</td>
<td>Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>RHAB 605</td>
<td>Sexual Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>RHAB 606</td>
<td>Vocational Analysis and Job Placement</td>
<td>3</td>
</tr>
<tr>
<td>COUN 613</td>
<td>Cultural Perspectives in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 614</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 617</td>
<td>Individual Analysis and Testing</td>
<td>3</td>
</tr>
</tbody>
</table>
COUN 618  Ethics and Professional Practice  3 hours
COUN 621  Research and Program Evaluation  3 hours
COUN 608  Psychological Aspects of Substance Abuse  3 hours
COUN 604  Psychopathology  3 hours
COUN 630  Counseling Seminar  1 hour
RHAB 630  Examination Review Seminar  1 hour

Total:                                                32 hours

III. Applied Practice Sequence
RHAB 609  Practicum in Clinical Rehabilitation Counseling  3 hours
RHAB 610  Internship I: Clinical Rehabilitation Counseling  3 hours
RHAB 611  Internship II: Clinical Rehabilitation Counseling  3 hours

Total:                                                9 hours

Total for degree:                                  60 hours

Master of Science in Clinical Mental Health Counseling and
Master of Divinity in Pastoral Care and Counseling

Dual M.S./M.Div. Degree Option:

The M.S. in Clinical Mental Health Counseling degree program, in cooperation with
the M.Div. in Pastoral Care and Counseling in the McAfee School of Theology, offers a
dual degree option for students desiring both Professional Counseling study and
Pastoral Care/Theology study. Students apply for admission to both degree programs
and meet both sets of admission requirements. Students complete requirements for the
M.S. in Counseling and the M.Div. in Pastoral Care and Counseling and upon graduation
are awarded both degrees.

The joint M.Div. and M.S. degrees integrate the knowledge of professional
counseling with the ministries of pastoral care and counseling. The M.Div. degree
requires completion of 81 core hours of study in Theology and accepts 12 hours from
Counseling as transfer elective credit to complete the 90 hour requirement for the M.Div.
The M.S. in Counseling degree requires 48 core hours of study in Counseling and
accepts 12 hours from McAfee as transfer elective credit to complete the 60 hour
requirement for the M.S. degree, making the total hours required for the dual degree 126
hours. A full time student could expect to finish two degrees in 4-6 years of study.

Application:

Applicants must meet the admissions requirements for the McAfee School of
Theology and the Penfield College’s Master of Science in Clinical Mental Health
Counseling. This includes a minimum passing score on the Graduate Record Exam
(GRE) or on the Miller Analogy Test (MAT). “Applicants must complete 30 credit hours
from the Master’s of Divinity program with an overall GPA of at least 3.0 prior to applying
to the Master of Science in Clinical Mental Health program. Along with other required
application materials, applicants must submit confidential dispositional feedback in
writing from their advisor.”

Curricular Requirements:

Required Clinical Mental Health Counseling Core 48 hours
COUN 601.  Career and Vocational Guidance  (3 hours)
COUN 602  Introduction to Clinical Mental Health Counseling  (3 hours)
COUN 604  Psychopathology and Diagnosis  (3 hours)
COUN 605  Group Techniques and Procedures  (4 hours)
COUN 606  Counseling Skills and Techniques I  (3 hours)
COUN 608  Psychological Aspects of Substance Abuse  (3 hours)
COUN 610  Internship  (6 hours)
COUN 612  Counseling Theory  (3 hours)
COUN 613  Cultural Perspectives in Counseling  (3 hours)
COUN 614  Lifespan Development  (3 hours)
COUN 617  Assessment and Testing  (3 hours)
COUN 618  Ethics and Professional Orientation  (3 hours)
COUN 621  Research and Program Evaluation  (3 hours)
COUN 630  Counseling Seminar  (1 hour)
COUN 635  Orientation to Professional Practice  (1 hour)
COUN 641  Theories of Family Counseling  (3 hours)

Theology Course Transfer Credit 12 hours

Total 60 hours (48 hours required in residence in PENFIELD COLLEGE + 12 hours transfer credit from McAfee)

The following are the courses that will be transferred for the M.S. in Clinical Mental health Counseling Degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THPC 500</td>
<td>Pastoral Care</td>
<td>3</td>
</tr>
<tr>
<td>THCP 605</td>
<td>Theory &amp; Practice of Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Pastoral Care Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Continuing in the program is contingent upon the following:

- Submission of copies of both student and supervisor final evaluation for all COUN 609 and COUN 610 courses to the University Supervisor
- The student giving permission to all supervisors and faculty in both programs to consult with the Counseling Program Coordinator regarding the student’s progress
- Making appropriate progress in developing the knowledge, skills, and dispositions needed for the practice of professional counseling

Please see the McAfee School of Theology for information on requirements for the M.Div. degree.

**Educational Specialist Degree in School Counseling**

The Educational Specialist (Ed.S.) degree in School Counseling is designed to provide professional development for school counselors seeking an advanced degree and to prepare candidates to become leaders, researchers, and advocates for systemic change in the field of school counseling. Graduates will acquire and demonstrate advanced knowledge, skills, and professional practice beyond the master’s level of competence. This applied degree program provides experiences for development and consultation as a professional school counselor to enhance each candidate’s knowledge of best practices in the field. Successful completion of the degree requirements will lead to eligibility for endorsement for an upgrade of the candidates S-5 (School Counseling) level certification to the S-6 (School Counseling) level certification.

**Program Learning Outcomes**

The goals of the Educational Specialist degree are built upon the foundations of the American School Counselor Association (ASCA) National Model, the Council for
Accreditation for Counseling and Related Educational Programs (CACREP), the Education Trust Transforming School Counseling Initiative, and the Georgia Professional Standards Commission (PSC).

In addition to successful completion of the core curriculum required for attainment of the degree, graduates will emerge with a greater understanding of the role and responsibility of the professional school counselor as an engaged leader who advocates for the needs of all students. These leaders will be counselors who are also educators. They will be adept at using data driven decision making to impact academic achievement, personal and social growth, and career decision making skills of all P-12 students. Graduates of the Ed.S. in School Counseling Program will be able to demonstrate:

- Enhanced knowledge base associated with both the profession of counseling and the specialty of school counseling.
- Enhanced knowledge, skills, and attitudes of school counselors in order to support the academic achievement, career, and personal/social development of PK – 12 students in a multicultural society.
- Knowledge of theories and experience in supervision and consultation in school counseling.
- Knowledge of and experience in research in educational settings.
- Enhanced multicultural and social justice competencies of school counselors.
- Enhanced understanding of and implementation of the standards of the ASCA National Model for School Counseling.
- Comprehensive understanding of the mission and activities of professional organizations related to school counseling.
- Enhanced understanding of the roles and responsibilities of all stakeholders.
- Development and implementation of a collaborative model for engaging in effective partnerships.
- Knowledge, skills, and ability to conduct and facilitate local research and evaluation efforts with local school districts and other local, state, regional, and national school and counseling partners.

The Graduate School Counseling Program at Mercer University is under the direction of the Penfield College (in collaboration with the Tift College of Education) and the University Graduate Council. Tift College of Education, as the NCATE-accredited unit at Mercer University, is responsible for the oversight of all professional education certification programs at the University. Mercer students who successfully complete the requirements for School Counseling certification through one of the graduate programs in School Counseling and meet all certification testing requirements for the state of Georgia will be eligible for certification recommendation through the Tift College of Education’s Office of Certification. The School Counseling Program at Mercer has been
approved by the Georgia Professional Standards Commission, the state authority that grants educator certification.

**Admissions Requirements**

All persons who wish to enter any counseling degree program must file a formal application for admission to Atlanta graduate studies with the Atlanta Campus Office of Admissions. For additional information, contact the Program Coordinator.

1. A master's degree in school counseling, counseling with a school counseling add-on, or an S-5 Certification in School Counseling from the GAPSC (CACREP/NCATE preferred)

2. A minimum graduate GPA of 3.5

3. A minimum GRE score of 900 (450 verbal and 450 quantitative if taken prior to August 1, 2011) or a MAT score of 406. If GRE is taken after August 1, 2011, a target score of 154 Verbal Reasoning and 144 Quantitative Reasoning is required

4. Official transcripts for all college work attempted, both graduate and undergraduate

5. Copies of all current professional certifications/licensure

6. If seeking Georgia Level Six Certification, applicants must possess or be eligible for the Level Five Certificate in the field

7. A handwritten personal narrative and goals statement

8. A typed narrative of applicant's philosophy of education including the role of the professional school counselor in removing barriers to equity for P-12 students (identify level: elementary, middle, or high school)

9. A copy of a scholarly paper (can be from the candidate’s Master's program or a published work)

10. Three current letters of recommendation specific to the Ed.S. program

11. A current resume/curriculum vitae

12. The $35 nonrefundable application fee

13. An interview with the Counseling faculty

**Provisional Admission**

If for some reason the applicant does not meet either the minimum GPA or the minimum test score, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case by case basis and may be granted in the case of some documented extenuating circumstance. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester and will not be allowed to register for additional classes until acceptable test scores or GPA or both are achieved.

**Application Deadlines**

All admission requirements must be met with required official documents on file prior to registration for the first course. Applications are accepted year round but candidates are admitted for Fall, Spring, and Summer semesters. In order to be considered for admission for a particular semester, applications and all supporting materials must be received by the following dates:
It is in the candidate’s best interest to complete his or her file as soon as possible to minimize the chance of being closed out of either admission or registration.

Professional and Ethical Standards

Because of the nature of School Counseling, Professional Counseling, and Psychotherapy, Counselor Educators have an ethical responsibility to screen from the field those students who for one reason or another appear unable to perform the responsibilities of a counselor. To that end, evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. All students enrolled in the School Counseling program will be reviewed annually by a committee of faculty members. This process will include a review of the student’s academic standing, skills acquisition, and professional and personal disposition in the field of school counseling. A student may be dropped from a course and/or a program if the welfare of the student’s clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the Counseling Program faculty, in jeopardy as a result of the student’s behavior or performance.

Academic Standards

Candidates in the Ed.S. Program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is assigned in a graduate class, no credit is awarded for that class. Students may repeat only courses in which they earned a grade below B. Students cannot have more than two "C/C's" in those classes counted toward the degree. Students may repeat only courses in which they earned a grade below B. Students may repeat a course only once in order to increase the grade earned in that course and no student may repeat more than two courses in his/her program of study with Mercer. A student may not re-take an equivalent course at another college in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status until he/she raises the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. If the semester average falls below 2.0 ("C"), the student's case will be reviewed by the Department and Chair and the graduate faculty and, without extenuating circumstances, the student will be dismissed from the graduate counseling program.

Limitation in Completion of Requirements

A student in the Ed.S. program must complete all requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Transient Status

An applicant who is currently admitted to full graduate standing in a degree program at another institution may be admitted as a transient student by submitting the
application forms, the application fee, and a letter of permission from his/her institution in lieu of transcripts.

**Course Load**

In order to qualify for full-time status, a graduate student must enroll in 9 hours per semester. Students may enroll part time. In order to qualify for financial aid, a graduate student must be fully admitted and must enroll for a minimum of 6 hours per semester.

**General Requirements for the Degree**

The Educational Specialist Degree in School Counseling requires a minimum of 30 credit hours beyond the master’s degree. The 30 credit hours include a three hour seminar in Current Trends in Professional School Counseling and completion of an internship and capstone project under the direction of a Mercer Counseling faculty member. Successful completion of a faculty developed comprehensive examination, which is part of the capstone project, is required for successful completion of the degree.

Certain conditions must be met to transfer graduate credit to Mercer’s graduate program. The institution must be regionally accredited and the candidate must be admitted to the institution’s graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Educational Specialist in School Counseling at Mercer. The work must be appropriate for the candidate’s planned program. The maximum amount of transferred credit is limited to 6 semester hours. Only courses in which the candidate earned a “B” or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Ed.S.

**Ed.S. in School Counseling Degree Course Requirements (30 credit hours)**

**Core Requirements (18 credit hours)**

**Counselor Related Courses (6 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 706</td>
<td>Advanced Issues of Diversity and Social Justice</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 802</td>
<td>Counselor Supervision</td>
<td>(3 hours)</td>
</tr>
</tbody>
</table>

**School Counseling Specific Courses (12 credit hours)**

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 710</td>
<td>Advanced Exceptionalities: ASCA Applied to Counseling Exceptional Students</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 711</td>
<td>Advocacy and Professional Development in School Counseling</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 713</td>
<td>Educational Leadership for School Counselors</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 714</td>
<td>Issues of Educational Law and School Counselor Ethics</td>
<td>(3 hours)</td>
</tr>
</tbody>
</table>

**School and Counselor Related Electives -Select Three (9 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 702</td>
<td>Advanced Counseling Theory</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 703</td>
<td>Advanced Group Counseling and Leadership</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 704</td>
<td>Advanced Career Counseling and Development</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 705</td>
<td>Advanced Ethical and Legal Issues in Counseling</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 712</td>
<td>Addiction Prevention and Intervention with Youth and Families</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>COUN 715</td>
<td>Theories of Child and Family Counseling and Consultation</td>
<td>(3 hours)</td>
</tr>
</tbody>
</table>
COUN 716    Theories of Adolescent and Family Counseling  (3 hours)
and Consultation
COUN 830    Research and Statistics I (3 hours)

Required Capstone Experience (3 credit hours)
COUN 717    Seminar in Current Trends in School Counseling  (3 hours)

Educational Specialist Comprehensive Examination
Each candidate will be required to successfully complete comprehensive examinations in Theory and in Professional Practice. Comprehensive examinations will be designed following consultation between candidates and school counseling faculty. The comprehensive examinations should be taken upon completion of each candidate’s planned course of study.

Capstone Project
During the candidate’s first semester of study, the candidate will identify a particular pathway that he or she wishes to take in his or her school counseling career. This could include, but is not limited to, one of the following:

- Professional School Counseling in the P-12 Schools
- Supervisory roles within the P-12 Schools
- Supervisory roles at the district, state, or national level
- Post-secondary advisement or counseling

In addition, the candidate will complete field experiences in the chosen career path which will inform a portion of the capstone project. These field experiences are part of the requirements for the practice of advocacy, professional development, and research in School Counseling. During the Seminar in Current Trends in School Counseling, the candidate will complete the written portion of the project, which is the written portion of the comprehensive examination. The defense of comprehensive examination will be presented orally to the counseling faculty and the candidate will be assessed both on the quality of the writing and the oral defense.

Doctor of Philosophy Degree in Counselor Education and Supervision
The Doctor of Philosophy (Ph.D.) degree complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the Penfield College. The mission of the Penfield College is to offer undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in other academic units by offering general education and elective courses at the Regional Academic Centers and on the Macon and Atlanta campuses.

This mission is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports the Penfield College’s commitment to quality instruction and community service.

Outcomes of the Ph.D. Program in Counselor Education and Supervision
The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. More
specifically, graduates of the doctorate program in Counselor Education and Supervision will be able to demonstrate:

1. Advanced expertise in the application of theories and conceptual models to counselor education, supervision, practice, and research;
2. The ability to conduct research that advances the field of counseling;
3. The ability to evaluate the influences of ethical, social, political, demographic, and economic issues on mental health care and counseling;
4. The ability to assume leadership roles in education, supervision, training, practice, and research to improve mental health care and counseling.

Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a "scientist practitioner" model and should be both consumer and producer of research.

Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion.

Admission

Admission to the Ph.D. program in Counselor Education and Supervision in the Penfield College is competitive. All admissions materials must be submitted by January 31st deadline for a fall admission. The number of openings in each class admitted will be determined by the number of faculty able to mentor and supervise each student. The admission requirements are as follows:

- A Master’s degree in counseling or a counseling discipline from a regionally accredited college or university with preference given to graduates of CACREP accredited programs;
- A minimum graduate GPA of 3.5;
- Official transcripts from all undergraduate and graduate work attempted;
- An official GRE score report (target score of 1100 or higher on the combined quantitative and verbal and 4.0 on the analytic section if taken prior to August 1, 2011) or an official MAT score report (target score of 407 or higher). If GRE is taken after August 1, 2011, the target score is 156 Verbal Reasoning and 146 Quantitative Reasoning. Test scores must be less than six years old at the time of application;
- Submission of a curriculum vitae and copies of any licenses or certifications held;
- A writing sample on a topic of professional interest for counselors;
- Three current letters of recommendation;
- $35 non-refundable application fee;
- A personal interview with the Counseling Program Doctoral Admissions Committee.

All admission requirements must be met with required official documents on file by the application deadline before an interview will be granted. Students transferring from other universities may be considered for admission to the Ph.D. in Counselor Education.
and Supervision program. A maximum of 25% of the total number of hours required for the Ph.D. may be transferred to the Mercer program. Each request for transfer credit must be evaluated by the doctoral program coordinator. Transfer credits must have been earned at a regionally or nationally accredited institution. A grade of B or better is required for all credits transferred.

Degree Requirements

The Ph.D. in Counselor Education and Supervision at Mercer University requires a minimum of 75 graduate semester hours of study beyond the master’s degree, including internship and dissertation requirements. The Ph.D. degree is the highest academic degree granted by American universities. It is awarded to those who demonstrate a mastery of the field in which it is awarded and who complete and defend a dissertation.

Transfer Credits

Students may transfer up to 25% of their required course credits for any course taken at an accredited institution for which they earned a grade of “B” or better.

Core Requirements: (45 semester hours)

The core represents a common requirement for all Ph.D. students designed by the Counselor Education and Supervision Program to provide a specific body of coursework leading to expertise in research design and methodology, advanced theory, leadership and supervision, as well as awareness of social foundations and advanced counseling practice.

Required Research and Counseling Core Courses:

<table>
<thead>
<tr>
<th>Research and Statistics:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 830  Research and Statistics I (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 831  Research and Statistics II (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 832  Research Design (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 901  Prospectus Design (3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 701  Advanced Psychometrics (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 702  Advanced Counseling Theory (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 703  Advanced Career Counseling and Leadership (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 704  Advanced Career Counseling and Development (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 705  Advanced Ethical and Legal Issues in Counseling (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 706  Advanced Issues of Diversity and Social Justice Counseling (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 707  Advanced Clinical Practicum (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 731  Doctoral Seminar (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 801  Leadership and Consultation (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 802  Counselor Supervision (3 hours)</td>
<td></td>
</tr>
<tr>
<td>COUN 803  Internship in Supervision (3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Cognate Area: (18 semester hours)

The student is responsible for developing a cognate area in consultation with his/her curriculum committee that creates a coherent major focus in his/her study in the field of counseling or in a closely related field. Students will first be advised to develop the cognate study in collaboration with their curriculum committee from within the Penfield College. Students will be able to select from 600-900 level coursework in the following programs: Counseling (COUN), Organizational Leadership (ORGL), Public Safety Leadership (PSLD), and Human Services (HSRV). Cognate areas available to doctoral
students in the counseling program include, but are not limited to: Addictions Counseling, Advanced Psychotherapy, Rehabilitation Counseling, School Counseling, Studies in Couples and Family Counseling, and Trauma and Crisis Counseling. If a student is unable to develop/complete a cognate area from within the Penfield College, the student may then examine courses and programs outside of the Penfield College to create/complete their 18 hour cognate. Such programs include, but are not limited to: Educational Leadership or Student Affairs Leadership (Tift College of Education), Marriage and Family Counseling (Mercer School of Medicine), and Pastoral Counseling (McAfee School of Theology). In the rare instance that the student’s curriculum committee approves a cognate area that cannot be fulfilled completely with courses offered at Mercer University, the student may, with permission of the curriculum committee, seek course work to fit his/her cognate area from accredited universities outside of Mercer University. Students understand that any course work taken outside of the Penfield College is subject to the tuition rates of the college or institution where the course work is taken. In total, students will need to complete 45 hours of core coursework, 18 hours of coursework in the cognate area, 12 hours of clinical coursework, and 6 or more hours of dissertation.

Doctoral Seminar

- **COUN 731** Doctoral Seminar (1 hour repeatable)
  - During the first three years of study, students are required to take COUN 731.
  - Doctoral Seminar (1 credit hour)

Total Minimum Coursework Requirements-63 semester hours

Field Work/Internship: (6 semester hours)

- **COUN 910** Doctoral Internship (3 hours repeatable)
  - Each student must complete a minimum of one academic year, 6 hours, of internship. Students work closely with their committee chair to develop an internship acceptable to the committee in an area of practice, research, consultation, or counselor education and supervision. In compliance with CACREP standards, each six-hour internship must consist of a minimum of 600 hours of experience in the area approved by the student’s committee.

Dissertation: (6+ semester hours minimum)

- **COUN 920** Dissertation (1-3 hours repeatable)
  - Candidates will register each semester for dissertation credit after completing coursework until the dissertation is successfully defended and accepted by the dissertation committee (1-3 hours repeatable)

Total Program:

- Counseling Core-42 hours
- Cognate-18 hours
- Seminar-3 hours
- Doctoral Comprehensive Exam
- Doctoral Internship-6 hours
- Dissertation-6 hours

Total Ph.D. Minimum Requirements- 75 semester hours

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Committees

The Curriculum Committee

Students will select a minimum of three and a maximum of five full time faculty members from the Counseling faculty to act as their Curriculum Committee during their first semester in the doctoral program. These Curriculum Committee members will help the student develop a plan of study, including the cognate area, during the first two semesters of their program.

Without extenuating circumstances, the student may not change the members of this committee once selected.

The Dissertation Committee

The student will select a minimum of three and a maximum of five faculty members to comprise their Dissertation Committee. These faculty members may be full time or adjunct faculty members who are employed by Mercer University, or in some circumstances, professionals with an earned Ph.D who have expertise necessary to the doctoral candidates research. At least two members of the Dissertation Committee must be full time faculty members in the Counseling Program. It is suggested that the student not select their Dissertation Committee until they near the completion of coursework as interests and research areas often change during the course of study. The student may begin informal discussions of dissertation topics, research interests, and refinement of ideas with his/her Curriculum Committee.

Without extenuating circumstances, the student may not change the members of this committee once selected.

Residency

Students in the Ph.D. program are expected to establish “residency” by attending school full time for the first thirty hours of the program to establish their research agenda, work with faculty on research, supervision, teaching, and extramural funding. During this residency period students will be eligible for Graduate Teaching Assistantships or Graduate Research Assistantships to aid them financially while they study full time. Once program residency is established at the completion of the first thirty hours, students may attend part time or complete external field work or participate in other opportunities in counseling. During residency the student is expected to spend considerable time on campus beyond attendance in enrolled classes. Students should attend dissertation defenses scheduled in the department and should take advantage of workshops, colloquia, or symposia offered on campus or in the metropolitan area. Students may collaborate on research projects with faculty members and/or assist with instructional programs for master’s and specialist degree students in counseling. Students may participate in and learn grant writing and extramural funding through searches and participation in the search, design, and writing of grants and projects for external funding.

The Comprehensive Examination

Doctoral students are eligible to take the Comprehensive Examination during the last semester of completion all coursework. This includes both the core coursework (45 semester hours) and cognate area (18 semester hours). The student must have taken at least 57 of the required 63 semester hours and be in the process of completing the remaining 6 hours to apply for permission to take the Comprehensive Examination. Students who have completed all 63 required hours prior to taking the Comprehensive Examination must register for COUN 910: Doctoral Internship and COUN 920: Dissertation, during the semester they plan to take the exam.
In order to pass the Comprehensive Examination, the doctoral student must pass both the written and oral sections of the examination. Successful completion of the Examination indicates that the doctoral student is eligible to begin work on his/her dissertation and continue into advanced internship.

Compete information regarding the Comprehensive Examination policy can be found in the Ph.D. Handbook.

Admission to Candidacy

Upon successful completion of the program of study, internship experience, and comprehensive exam, the student may apply for Candidacy in the Counselor Education and Supervision program. The student is responsible for completing the Application for Admission to Candidacy, and consulting with his/her curriculum committee to assure that all curricular, field experience, and exam requirements have been completed. The committee signs the application form if the above listed requirements have been met and the student requests an appointment with the program coordinator for an interview, review, and approval of admission to candidacy. Once fully admitted to candidacy the student is permitted to begin the formal process of presentation of the dissertation.

Grades

Candidates in the Ph.D. program must earn a “B” or better for each course. Candidates may repeat a specific course one time but may not repeat more than two courses in the program. Candidates who fail to meet these criteria will be dismissed from the program. To be eligible for graduation, a candidate must maintain a 3.50 average on all graduate courses included on the candidate’s doctoral program of study. All courses carrying graduate credit at Mercer University are numbered 600 or above. Courses numbered 800 and above are open to doctoral candidates only.

Incomplete Grades

All "Incompletes" (IC) must be removed before the candidate can register for the next courses on the program of study. IC grades must be removed by the middle of the next semester of enrollment to prevent the conversion from IC to F.

Discipline and Screening Procedures

Counselor Educators have an ethical responsibility to screen from the field any student or candidate who, for academic or interpersonal reasons, may pose a threat to do harm to a client, the program, or an agency with whom Mercer University has contracted for placement in field experience/internship, teaching, training, supervision, or consultation. As such, assessment of a student's academic performance, practice skills, and interpersonal skills is continuous. Students who have such issues may be required to attend personal counseling, take some time off from the program, or may be dismissed from the program altogether depending on the nature of the problem. Students may appeal any decision of the program that results from action under the discipline and screening procedure.

Student Review and Remediation Plans

Due to the nature of the Counseling Profession, it is an ethical responsibility for Counselor Educators to consistently review both the academic progress and the interpersonal attributes of counselors-in-training. Academic progress can be tracked through formal and informal assessments, assignments, and the GPA. Interpersonal attributes are evidenced in the student’s interactions with his or her peers and professors, during role play situations, and during classroom discussions. Faculty members take note of students who seem to be having difficulty with interpersonal and intrapersonal interactions and meet with individual students to discuss these issues. In
such instances, a written report may be filed with the Program Coordinator and the incident may be discussed with other faculty members to determine if there is any course of action to be taken. Students’ fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of the semester by the entire Counseling faculty. These standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of one’s impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively
9. Attention to ethical and legal concerns
10. Initiative and motivation

Each Professional Standard is rated on a score of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Standards Evaluation (found in the student handbook).

A Remediation Plan may be written for a student for any number of reasons. Some examples of criteria for a formal Remediation Plan include, but are not limited to:

- Lack of academic success
- Violation of the Honor Code or Plagiarism Policy
- Consistently low scores in one or more Professional Performance Standard
- Problems in clinical practice or field experience as reported by the site supervisor
- Other interpersonal or intrapersonal problems

In the case of an academic remediation, recommendations may include repeating a class or receiving tutoring assistance. In other instances, the Remediation Plan may recommend delay of clinical or field experiences, receiving individual or group counseling, or that the student not take classes for a semester. The Remediation Plan is not punitive in nature and is meant to assist the student in becoming successful in life and in the counseling profession.

The Professional Performance Review Process

Each Professional Performance Standard is rated on a score of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Standards Evaluation (found in Student Handbook). Students receiving a rating of 3 on one or more of the Professional Performance Standard will be considered deficient in professional performance and will follow the following procedure:

1. The student, the issuing faculty (including adjunct faculty), and the Counseling Program Coordinator will meet to discuss the professional concern(s). The student will be presented with a Notification of Professional Concern form, on which will be listed the deficit rating(s), the issuing faculty’s explanation for the rating(s), and descriptions of remedial actions that will be required. Signatures of both student and issuing faculty will verify their understanding of the concerns, the remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Concern form, and a copy shall be forwarded to the student’s academic advisor.
2. If a student receives more than one Notification of Professional Concern form during his/her Program of Study or fails to show reasonable progress for the deficiencies cited, he/she will be required to meet with the issuing faculty, the academic advisor, and the Counseling Program Coordinator in accordance with the procedure provided in #1. Depending on the nature of new performance concerns and/or the reasons for the student’s failure to comply with previously determined remedial action plans, the issuing faculty and the student advisor will meet with the full counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student’s fitness for continuation in the program. The student, issuing faculty, and the academic advisor will retain a signed copy of any revisions made to the original signed Notification of Professional Concern form.

3. Faculty will initiate the Professional Performance Review protocol at any time for students that knowingly engage in unethical or illegal activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending on the level of the perceived threat, the entire faculty may recommend discontinuation in the Program without opportunity for remediation.

4. All faculty recommendations for denial of a student’s continuation in the Counseling Program will be forwarded to, and ultimately be the decision of, the Dean of the Penfield College.

Appealing the Remediation Plan:

Should the student disagree with the Remediation Plan and/or refuse to sign the plan document, the following appeal process is in place. At each step, the student must document all communication. Students may accomplish this through copies of emails, letters, or well-organized notes from conversations. Students are asked to focus specifically on the items in the Remediation Plan that they are appealing and to provide concise information that will aid those reading the appeal. The student may chose to end the appeal process at any time, indicating agreement with the Remediation Plan.

1. Communicate by letter or email with the faculty member who made the referral and the Program Coordinator to discuss the nature of the dispute with the Remediation Plan and present the rationale for changes to the plan. The Program Coordinator must respond within seven days to the department chair and the Dean’s office. If the Program Coordinator agrees, the Remediation Plan will be changed accordingly.

2. If the Program Coordinator decides that plan should not be amended or repealed, the student’s next step is to communicate with the Department Chair regarding the Remediation Plan. The documentation of the student’s communication with the Program Coordinator must be submitted to the Chair. The Chair must respond to the appeal formally in writing with a copy to the Dean’s office. If the Chair agrees to amend or repeal the Remediation Plan, it will be done in a timely manner.

3. If the Chair maintains that the Remediation Plan should not be amended or repealed and the student decides to move forward with his or her appeal, the student can then submit the appeal to the Director of Academic Affairs for Graduate Programs of Penfield College. This must be done in writing, and all supporting documents must be sent to the Director of Academic Affairs. The Director of Academic Affairs for Graduate Programs will make
a decision about the appeal and will notify the student in writing with a copy of the decision sent to the Dean’s office.

4. If the decision of the Director of Academic Affairs for Graduate Programs is not acceptable to the student, the student may then appeal the Remediation Plan directly to the Dean. This must be done in writing, and all supporting documents must be sent to the Dean. The Dean will make a decision about the appeal and will send written notification to the student in a timely manner. Students may appeal the Dean’s decision to the Provost.

Limitation in Completion of Requirements

A student in a Master's program must complete all requirements within a six-year period. Time limits shall be computed from the beginning of the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. No credit will be given for courses taken more that six years prior to the date on which the degree is to be conferred.

DEPARTMENT OF LEADERSHIP STUDIES

Master of Science in Organizational Leadership

Lynn W. Clemons, Program Coordinator/Associate Professor
Thomas E. Kail and Laurie Lankin, Professors
Gail W. Johnson and Kevin B. Williams, Assistant Professors

The Master of Science in Organizational Leadership is designed for aspiring or existing leaders in any profession. The curriculum covers such topics as conceptual and theoretical leadership models, leadership development, the challenges of leading change, strategic planning, organizational theory and behavior, as well as topics that impact health care, nonprofit organizations, and organizational development. This Master of Science in Organizational Leadership program emphasizes current and emerging leadership theories, best practices, skills, and strategies/tools used to enable organizational innovation, creativity, and change in increasingly complex work environments. Students will work collaboratively with a faculty advisor who will help them assess and develop their leadership skills, facilitate the transfer of their academic knowledge and research designs into workplace settings, and prepare them for leadership longevity.

The Master of Science in Organizational Leadership is designed for those persons interested in advanced leadership positions in the public or private sectors. The course work challenges students to think critically and to respond reflectively in an intensive learning environment. The curriculum combines a leadership studies core with work in one concentration that together create a graduate-level program that can be tailored to specific needs. The degree will provide students with the tools and best practices they will need in order to excel in today's complex organizations. Our program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, health care, military, and technology sectors. Specific concentrations may be offered at certain locations based on demand. Students will be able to tailor their degree to their own professional situation by selecting one of these concentrations:

- Leadership and Organizational Development and Change
- Leadership for the Health Care Professional
- Leadership for the Nonprofit Organization
Admission Requirements

All persons who wish to enter the program must file a formal application. Minimum academic admission requirements for the Master of Science in Organizational Leadership are as follows:

1. Students must have earned an undergraduate degree from a regionally accredited college or university.

2. Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted and should submit two official transcripts of all college work attempted.

3. Students must present a minimum score of 397 on the Miller Analogies Test or 800 on the GRE if taken prior to August 1, 2011. If taken after August 1, 2011, students must present a target score of 151 on the Verbal section and 143 on the Quantitative section (excluding the analytical section). Test scores must be no more than five years old.

4. Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant’s native language.

5. Students must submit a Philosophy of Leadership essay or Educational Autobiography including career goals [no more than two double-spaced, word processed pages].

6. Students must submit a non-refundable $35 application fee.

7. Students must have at least 8 years of organizational/work experience.

8. Students must submit a letter of recommendation/support from a person in the student’s leadership structure.

9. Students must complete a formal interview with the departmental faculty. Interviews will be conducted only after potential candidates have applied for admission and are judged qualified.

Application Deadlines

Students are accepted into the program prior to the beginning of fall and spring semesters. Admission deadline for fall semester is July 30 and for spring is November 30.

Academic Standards

Students in the Master of Science in Organizational Leadership degree program are required to maintain a cumulative GPA of at least 3.0 (B) in all classes taken toward the degree. If a grade below C is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+'s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that class, and students may not re-take more than two classes in their program of study with Mercer. Students may not re-take an equivalent class at another institution in order to replace a grade earned at Mercer.

If a student’s cumulative GPA falls below 3.0, the student will be placed on probation. A student who is on academic probation is limited to two courses per semester until the average has been raised to 3.0. If the semester average falls below 2.0 in the Master of Science in Organizational Leadership program, the Director of Academic Affairs for Graduate Studies will review the student’s case. Without extenuating circumstances, the student will be dismissed from the program.
Course Load
Full-time status in the program is nine credit hours per semester. Students may attend on a part-time basis by taking less than nine credit hours. Academic advisors must approve an overload up to 12 credit hours. Request for an overload beyond 12 credit hours must be approved by the Dean or Director of Academic Affairs for Graduate Studies. To qualify for financial aid, students must be fully admitted and must enroll in a minimum of six hours per semester.

Attendance
Students must attend all face-to-face meetings and participate each week during the hybrid meetings. If a student has an extenuating circumstance, the program faculty and department chair will review the student’s case and determine make-up work.

Transfer Credit
A maximum of six (6) semester units of graduate level credit may be transferred, where applicable to the Master of Science in Organizational Leadership degree. Transfer courses must have been completed with a grade of “B” (3.0) or higher in the graduate division of a regionally accredited university within the last five years prior to enrolling at Mercer.

General Requirements for the Degree
The Master of Science in Organizational Leadership is a 31-credit hour program consisting of a 19 credit hour core curriculum (including one elective choice) and 12 credit hours in one of three areas of concentration: Leadership for the Health Care Professional, Leadership and Organizational Development and Change, and Leadership for the Nonprofit Organization.

Student Learning Outcomes
1. Students will become skilled, innovative, principled, and ethical leaders who understand the foundations of organizational leadership and build on those to contribute to the effective functioning of society at all levels.
2. Students will demonstrate an understanding that leadership is not solely a matter of formal authority or power but rather is a matter of influence, integrity, spirit, and respect regardless of one’s power or authority.
3. Students will demonstrate proficiency in inquiry, creative problem solving, and examining values in decision-making. Students design and complete a professional research project that demonstrates their understanding of the importance of research and careful data analysis in solving problems, and addressing issues related to organizational leadership.
4. Students will communicate effectively using various forms of expression, such as logical, statistical, and visual. While all students have proficiency in written and oral communication, they will demonstrate skill in professional presentations.

Degree Requirements (31 credit hours)
Core Requirements (19 credit hours)
A. Required
LEAD 600 Theories of Organizational Leadership (3 hours)
LEAD 601 Ethical Challenges in Organizations (3 hours)
LEAD 602 Organizational Theory and Behavior (3 hours)
LEAD 603 Research Strategies for Leaders I (3 hours)
LEAD 700    Research Strategies for Leaders II (1 hour)
LEAD 705    Research Strategies for Leaders III (3 hours)
STAT 600    Applications of Statistical Design (3 hours)

B. Areas of Concentration (12 credit hours)
Student will select one of the following areas of concentration:

**Leadership for the Health Care Professional**
HCAL 600    Introduction to Health Care Systems (3 hours)
HCAL 601    Health Care Leadership (3 hours)
HCAL 700    Health Care Policy and Law (3 hours)
HCAL 701    Health Systems Budgeting for the Nonfinancial Leader (3 hours)

or

**Leadership and Organizational Development and Change**
ORGD 600    Organizational Development and Change: A Leadership Perspective (3 hours)
ORGD 601    Organizational Consulting and Leadership Coaching (3 hours)
ORGD 700    Building Organizational Culture (3 hours)
ORGD 701    Leading the Strategic Planning Process (3 hours)

or

**Leadership for the Nonprofit Organization**
NONP 600    Introduction to the Nonprofit Sector (3 hours)
NONP 601    Nonprofit Governance and Volunteer Administration (3 hours)
NONP 700    Budgeting for the Nonprofit Sector (3 hours)
NONP 701    Capstone Seminar in Leadership for the Nonprofit Organization (3 hours)

**Leader-to-Leader Symposium**
Each year, students in the Master of Science in Organizational Leadership program are expected to attend the annual Leader-to-Leader Symposium. Included in the symposium are Mercer faculty and leaders from various organizations in the community. Specialists from various disciplines related to leadership and its development will be invited to deliver short topical presentations and facilitate discussions among the participants. World Café processes may be utilized as the discussion methodology. Students and/or faculty members will monitor and collect results of the discussions. Selected student research reports will be presented along with poster displays from undergraduate and graduate students.

**Leadership for the Health Care Professional Concentration**
The Leadership for the Health Care Professional concentration provides health care professionals, including nurses, therapists, and technologists with an overall understanding of leadership issues in the context of contemporary health care. This concentration is designed for aspiring and committed professionals who are interested in careers in health services administration in such settings as hospitals, managed care organizations, medical group practices, ambulatory, long-term care, and home health care facilities, insurance and pharmaceutical companies, consulting firms, government,
for profit, and nonprofit sector organizations. Emphasis is placed on leadership theories and practices, policy strategies, and ethical decision making as they relate to the health care field.

**Student Learning Outcomes**

1. Students will demonstrate an in-depth understanding of health care in America and globally by critiquing the design, structure, organization, and delivery of health care services.
2. Students will demonstrate an understanding of the budgeting process for the health care profession.
3. Students will develop the leadership skills needed to work in teams, build cross-functional teams, and facilitate collaborative decision-making.

**Leadership and Organizational Development and Change Concentration**

The Leadership and Organizational Development and Change concentration prepares students to participate in complex decision-making environments that affect the organization. This concentration broadens the student’s capacity to lead organizational change in the face of resistance by understanding the essential skills used in developing the resources of the individual, group, and organization. Students practice problem-solving, strategic planning, critical thinking, and research methodology and policy formulation while focusing on key organizational leadership elements such as ethics, motivation, creativity, vision, and organizational development.

**Student Learning Outcomes:**

1. Students will develop an understanding of the theories, models, and application of organizational development skills and their importance to the overall effectiveness of the organization.
2. Students will become prepared for a leadership position within their respective organization.
3. Students will increase their capacity to lead organizational change, and coach or consult other leaders within the organization on leadership issues.
4. Students will demonstrate how societal, organization, and individual strategic planning levels can impact sustainability for the organization.

**Leadership for the Nonprofit Organization Concentration**

The Leadership for the Nonprofit Organization concentration is directed to promote excellence in the governance and leadership of nonprofit philanthropic organizations. The program’s focus is on creating better leaders, better organizations, and better communities. The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofit organizations employ a sizable and increasing share of the nation’s workforce, with employment growth outpacing a number of major industries. Nonprofits might include community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups.

**Student Learning Outcomes:**

1. Students will learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
2. Students will learn about budgeting and fund development for the nonprofit sector.

3. Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.

4. Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

McAfee School of Theology &
Penfield College of Mercer University
Dual Master of Divinity &
Master of Science in Organizational Leadership,
Concentration in Leadership for the Nonprofit Organization

The dual M.Div. and M.S. in Organizational Leadership, with a Concentration in Leadership for the Nonprofit Organization, is designed to incorporate advanced theological training with leadership and organizational studies, providing students with the essential knowledge for ministry, as well as the tools and best practices they will need in order to excel in today’s complex organizations. Our dual program will provide every student with opportunities for personal spiritual formation and development, as well as practical experience in his or her chosen field of ministry. Designed to promote excellence in the governance and leadership of nonprofit philanthropic organizations, the dual degree program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, health care, military, and technology sectors. Emphasizing current and emerging leadership theories, best practices, skills, and strategies/tools used to enable organizational innovation, creativity, and change in increasingly complex work environments, the program’s focus is on creating better ministers, better leaders, better organizations, and better communities.

The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include para-church organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.
Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and the Penfield College.

**Course Requirements: McAfee School of Theology**

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<th>Course</th>
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<th>Credits</th>
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<tr>
<td>Hebrew Exegesis I</td>
<td>OTH 603</td>
<td>3</td>
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<tr>
<td>Greek Exegesis I</td>
<td>NTG 613</td>
<td>3</td>
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<tr>
<td>Old Testament I&amp;II</td>
<td>OTH 604</td>
<td>3</td>
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<td>&amp; OTH 605</td>
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<td>Jesus &amp; the Gospels</td>
<td>NTG 611</td>
<td>3</td>
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<td>Paul &amp; the Early Church</td>
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<td>Church History I&amp;II</td>
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<td>Baptist Heritage</td>
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<td>Theology I&amp;II</td>
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<td>&amp; THP 632</td>
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<td>Faith Development</td>
<td>CRE 682</td>
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<td>Evangelism &amp; Mission I</td>
<td>EVM 661</td>
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<td>Pastoral Care</td>
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<td>Spiritual Formation I&amp;II</td>
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<td>&amp; SPF 702</td>
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<td>Mentoring</td>
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<tr>
<td>Capstone</td>
<td>MIN 903</td>
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Required Theology Core Hours: 57

Additional Theology Elective Hours: 9 (3 electives)

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>MIN 801 Change and Conflict in the Church</td>
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<td>MIN 652 Leadership and Church Systems</td>
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<td>ETH 641 Christian Ethics</td>
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<td>MIN 902 Mentoring for Contextual Leadership</td>
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Total Shared Courses: 12 hours

**Course Requirements: Penfield College**

<table>
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<th>Course</th>
<th>Number</th>
<th>Credits</th>
<th>Date</th>
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<tr>
<td>Introduction to the Nonprofit Sector</td>
<td>NONP 600</td>
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<tr>
<td>Nonprofit Governance and Volunteer Administration</td>
<td>NONP 601</td>
<td>3</td>
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<tr>
<td>Budgeting for the Nonprofit Sector</td>
<td>NONP 700</td>
<td>3</td>
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<tr>
<td>Capstone Seminar in Leadership in the Nonprofit Organization</td>
<td>NONP 701</td>
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5. Applications of Statistical Design STAT 600 3 __________
6. Research Strategies for Leaders I LEAD 603 3 __________
   PreReq: STAT 600 Applications of Statistical Design
7. Research Strategies for Leaders II LEAD 700 1 __________
8. Research Strategies for Leaders III LEAD 705 3 __________
   PreReqs: STAT 600 Applications of Statistical Design
   or __________

Hours Required from Penfield Courses: 22
Total M.Div. / M.S. Dual Degree Requirement: 102 hours

Master of Science in Public Safety Leadership (Online)

Stephen E. Ruegger, Program Coordinator/ Associate Professor
Richard H. Martin, Professor
Lynn W. Clemons and V. Lynn Tankersley, Associate Professors

The Master of Science in Public Safety Leadership degree places strong internal emphasis on innovation, creativity, critical thinking and analyses, problem solving, and entrepreneurship for those seeking higher education and advancement to higher public safety leadership positions. Public safety agency leaders consistently indicate that they desire to hire college graduates who can handle “out-of-the-box” situations that are frequently beyond the scope of traditional approaches to graduate educations.

Potential students say that this type of education model is a “break-through” for them, because it combines much of their previous training and experience with formal education in a realistic manner. The degree program was designed to provide transformational change in the individual student, change that they can take back to their agencies and use to accomplish both personal and agency goals.

Upon completion of the degree program, students are able to:

1. Understand and apply the knowledge, skills, and abilities that are critical to public safety leadership effectiveness in today’s public safety organizations.
2. Assess the various administrative, managerial, and leadership theories/perspectives as they relate to problem solving within a wide range of organizational structures.
3. Evaluate various public safety theories, applications, and approaches within the broad social, economic, technological, and political environments of which public organizations operate.
4. Command respect throughout the public safety field by being qualified to assume positions at the entry, supervisory, managerial, and leadership levels of a variety of public safety agencies within the local, state, and federal government settings.

Curriculum

This program is designed for public safety practitioners who want to advance their careers to higher leadership levels in today’s public safety organizations. Specifically, the online Masters in Public Safety Leadership degree program reaches out to both non-service students and practitioners who are seeking new jobs, those wanting to increase their proficiency in their current jobs, or those wanting to be promoted to positions of
higher responsibility within their current agencies. All classes are offered online. A typical 8-week semester course entails student participation in Preparation Periods, which consists of a wide range of weekly readings, structured projects, related “chats” and virtual discussions, and other academic activities reflecting critical thinking through Mercer’s Blackboard’s online course management system.

Admission Requirements

Admission requirements for the Master of Science in Public Safety Leadership degree programs are as follows:

- Students must file a formal application for admission to graduate studies with a nonrefundable $35.00 application fee.
- Students must have earned an undergraduate degree from a regionally accredited college or university.
- Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
- Students must present a minimum score of 800 on the GRE (excluding the analytical section) or 41/397 on the Miller Analogies Test. For new GRE conversion: 151 Verbal and 143 Quantitative.
- Students must submit a written autobiography including career goals.
- Students must submit two official transcripts of all college work attempted.
- Students must obtain a certificate of immunization.
- Students must provide three letters of recommendation from people who are qualified to assess your academic potential in graduate school.
- Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant’s native language.
- Students must attend an online interview by the departmental admissions committee as the final step for admission.

Provisional Admission

If the applicant does not meet either the minimum GPA or the minimum test score, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case-by-case basis and may be granted in the case of a documented extenuating circumstance. No more than 10% of students will be admitted annually on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester. A minimum cumulative grade of B will be required.

Application Deadlines

Students are accepted into the program prior to the beginning of fall, spring, or summer semesters.

Academic Standards

Students in the Public Safety Leadership degree program are required to maintain a cumulative GPA of at least 3.0 (B) in all classes taken toward the degree. If a grade below C is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+'s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that class, and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
If a student's cumulative GPA falls below 3.0, the student will be placed on probation until raising the average to 3.0. A student who is on academic probation is limited to one course per session until the average has been raised to 3.0. If the semester average falls below 2.0 in the Public Safety Leadership program, the Director of Academic Affairs for Graduate Studies will review the student’s case. Without extenuating circumstances, the student will be dismissed from the Public Safety Leadership Program.

Limitation in Completion of Requirements

A student in the Master of Science in Public Safety Leadership program must complete all requirements within a six-year period. Time limits will be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Course Load

Full-time status in the program is nine credit hours per semester. Students may attend on a part-time basis by taking fewer than nine semester hours. To qualify for financial aid, graduate students must be fully admitted and must enroll in a minimum of six hours per semester. The Director of Academic Affairs for Graduate Programs must approve requests for course overloads beyond nine hours.

Transient Status

A student who is currently admitted to full graduate standing in a degree program in another institution may be admitted by submitting the application forms, the application fee, and a letter of transient permission from his/her home institution in lieu of transcripts.

General Requirements for the Degree

The minimum credit requirement for the Master of Science Degree in Public Safety Leadership is 30 semester hours of graduate credit. No credit will be given for courses completed more than six years prior to the date on which the degree is to be conferred. There are certain conditions that must be met before other graduate credit can be transferred to Mercer’s graduate program. The student must have attended an institution accredited by a regional accrediting body and the student must have been admitted to the institution’s regular graduate program. Graduate work completed at other institutions must have been part of a planned program leading to a degree equivalent to the degree of Master of Science in Public Safety Leadership at Mercer University. The work must be appropriate for the student's program at Mercer University. The maximum amount of transferred credit is six semester hours. Only courses in which the student earned a B or better will be considered for transfer credit. Courses completed for another degree previously earned may not be applied to the Master of Science Degree in Public Safety Leadership.

Core Requirements (21 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSLD 601</td>
<td>Multidisciplinary View of Theories and Models of Leadership</td>
</tr>
<tr>
<td>PSLD 603</td>
<td>Research Analysis</td>
</tr>
<tr>
<td>PSLD 604</td>
<td>Organizational Communication, Conflict Resolution, and Negotiations</td>
</tr>
<tr>
<td>PSLD 605</td>
<td>Leadership and Ethics in Public Safety</td>
</tr>
<tr>
<td>PSLD 606</td>
<td>Seminar on Terrorism</td>
</tr>
<tr>
<td>PSLD 799</td>
<td>Master Research Report plus a Comprehensive Examination</td>
</tr>
<tr>
<td>STAT 600</td>
<td>Application of Statistic Design</td>
</tr>
</tbody>
</table>
Elective Courses (9 credit hours)
Couns 625 Special Topics in Public Safety
Couns 630 Forensic Psychology
Couns 631 History of Corrections and Jails
Couns 632 Deviant Behavior: Crime, Conflict, and Interest Groups
Couns 634 Nature of Crime and Justice in the 21st Century
Pslld 602 Comparative Studies in Public Safety
Pslld 625 Special Topics in Public Safety
Pslld 632 Internship
Pslld 701 Preparation, Execution, and Coordination of Disaster Response

DEGREE REQUIREMENT: 30 HOURS

Core Required Courses:
The required core courses provide a strong background in leadership, organization administration, ethics, and research methods. A student is required to take 21 semester hours of core courses plus an exit exam.

Elective Courses:
The elective courses focus on a variety of topics designed to enhance the core courses. Students are required to complete 9 hours from the elective course offerings.

Optional Internship:
An internship is available for students interested in professional development and growth, and may be particularly helpful for students who have had little or no work experience in the field. The internship provides students with the opportunity to apply concepts and skills learned in their curriculum. Internship credit requires completion of 180 hours at an approved internship site. The student may only take three semester hours of internship. The application must be received at least six weeks prior to the semester in which the internship semester begins. If students elect to take the internship, the internship cannot be done in the student's place of employment. A comprehensive internship report is necessary upon completion of the internship.

Public Safety Leadership Capstone:
The public safety leadership capstone functions as an integrative experience and provides students with a research course designed to enhance their knowledge and application of public safety leadership and the research process. All Master in Public Safety Leadership students will be required to complete the capstone after the completion of the core course requirements. All students must complete the Master's Research Report plus a comprehensive examination in Public Safety Leadership (Pslld 799). The Master's Research Report requires students to complete a written critical analysis of scholarly literature on core or specific topics in the field of public safety leadership, as well as to take a comprehensive exam at the end of the semester.

COURSE DESCRIPTIONS

COUNSELING (COUN)
Coun 601. Career/Vocational Counseling (3 hours)
This course helps familiarize the student with the nature and scope of career/ vocational development and counseling. Emphasis will be placed upon the content and process of career/vocational development and choice. (Every Fall and Summer semester)
COUN 602. Introduction to Clinical Mental Health Counseling (3 hours)
This is a survey course designed to acquaint the graduate student with a broad view of the field of Counseling. As the introductory course for the degree, it covers a wide variety of topics, the understanding of which are essential to the study of counseling. (Every semester)

COUN 603. Directed Independent Study (3 hours)
The purpose of this course is to provide graduate students with the opportunity to study one specific topic or a series of related topics under the tutelage of an instructor of their choice. (As needed)

COUN 604. Psychopathology and Diagnosis (3 hours)
Psychopathology and Diagnosis will change to the following: "Students will gain knowledge and understanding of psychiatric diseases and will demonstrate the ability to define various psychiatric diagnoses by assessing the symptomology through the use of various assessment methods and to write an appropriate diagnosis using the structure outlined in the DSM-V." (Every Fall and Spring semester)

COUN 605. Group Process and Procedures (4 hours)
This course is designed to familiarize the student with theory and techniques in group counseling. The student will be exposed to selected experiences in group participation, and provided limited opportunity to practice group leadership skills. (Every Fall and Spring semester)

COUN 606. Counseling Skills and Techniques I (3 hours)
This course is an introductory course for prospective counselors who seek to improve their listening skills, responding skills, and interpersonal effectiveness. The course is designed primarily as a personal experience in practicing newly acquired communication skills. This course uses an experiential format and requires participation in exercises and role play. (Every Fall and Spring semester)

COUN 607. Gender Issues in Counseling (3 hours)
This course will focus on special needs and concerns of women in counseling, especially the influence of male/female roles and stereotypes as they pertain to the practice of counseling. (Every Fall semester)

COUN 608. Psychological Aspects of Substance Abuse (3 hours)
Emphasis in this course is on the dynamics of substance abuse including alcohol abuse, other drugs, and food. Special attention is given to physiological factors, family dynamics, treatment methods and implications for schools, communities, and business. (Every Spring and Summer semester)

COUN 609. Practicum in Clinical Mental Health Counseling (3 hours)
Prerequisites: COUN 602, 604, 605, 606, 608, 612, 613, 614, 618.
The Counseling Practicum is a one-term supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision. Practicum Fee. (Every Fall and Spring semester)

COUN 610. Internship in Clinical Mental Health Counseling (3-6 hours)
The Counseling Internship is a two-semester supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision. Internship Fee. (Every semester)
COUN 611. Special Topics in Counseling (1-3 hours)
The purpose of this course is to provide an opportunity for a wide variety to specific topics to be offered periodically or on a one time basis without the need for curriculum committee decisions on course that may not be taught regularly. Topics may include, but are not limited to: domestic abuse, psychopharmacology, geriatrics, other special populations, play therapy, family therapy, or many special topics too numerous to develop a standard course to address. (Every summer semester)

COUN 612. Counseling Theory (3 hours)
This course is designed so that the student begins to understand the development of the major schools of thought for understanding people that have evolved in counseling and psychology during its history. A major emphasis will be placed on how the theories complement each other as well as how they evolved as reaction to each other. (Every Fall and Spring semester)

COUN 613. Cultural Perspectives in Counseling (3 hours)
This course will provide an overview of counseling approaches and research on culturally diverse people, such as: African-American, Asian, Hispanic, Native Americans, women, and persons with disabilities. Factors of education, emotion, and behavior will be addressed. (Every Spring and Summer semester)

COUN 614. Life Span Development (3 hours)
This course provides a framework of the theoretical understanding of human development from birth to later adulthood including issues of gender, family and socialization. The course is intended to illustrate the normal developmental processes which occurs over a life span and sensitize counselors to events that may lead to a disruption of events that may eventually lead a person to seek counseling. (Every Fall and Spring semester)

COUN 615. Counseling Skills and Techniques II (3 hours)
This course is a continuation of the skill development begun in Helping Skills I. Specifically, skill objectives will be a refocus on the development of the exploring and understanding phases of training. Participants primary emphasis will be the skill acquisition of the personalizing and action dimensions of the helping model. (Every Fall and Spring semester)

COUN 616. Counseling Skills and Techniques III (3 hours)
Prerequisite: Permission of Instructor.
This course is a continuation of the skill development begun in Helping Skill I and Helping Skills II. Specifically, this course is designed primarily as experience in practice, training and supervision of students practicing newly acquired communication skill in Helping Skills I and Helping Skills II. There is a $50 lab fee that must be paid when registering for this class. (Every semester)

COUN 617. Assessment and Testing (3 hours)
The main focus of this course is the development of techniques for collecting, organizing, and using relevant information from tests and non-test methods in assisting individual’s understanding themselves and in making meaningful life and career decisions. The instruments and inventories to be studied in this course will include paper and pencil tests, group administered tests, and inventories. Testing fee. (Every Fall and Spring semester)

COUN 618. Ethics and Professional Issues (3 hours)
This course will provide an opportunity for understanding the concept of ethics as both an ideological and practical issue in the counseling profession. In a seminar/discussion
format the students will be expected to actively participate in focusing upon provocative and challenging topics. (Every Fall and Summer semester)

**COUN 621. Research and Program Evaluation**  
(3 hours)  
This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. (Every Fall and Spring semester)

**COUN 623. Play Therapy**  
(3 hours)  
The content of this course is designed to expose the students to a wide variety of play therapy techniques that they can utilize with children in a counseling setting. The course is highly experiential, and participation in the play activities is required. (Every semester)

**COUN 624. Advanced Addiction Treatment**  
(3 hours)  
Prerequisite: COUN 608.  
This course provides an advanced framework of the theoretical understanding of substance use and abuse. In addition, the course will focus on treatment modalities. (Every Fall and Summer semester)

**COUN 625. Case Management and Consultation**  
(3 hours)  
This course is designed to assist students in developing the skills associated with effective case management and consultation in a social services/correctional setting. (Every Spring and Summer semester)

**COUN 630. Counseling Seminar**  
(1 hour)  
Prerequisites: COUN 601, 602, 604, 605, 606, 612, 613, 614, 617, 618, 621.  
This is a capstone for the Master of Science in Counseling degree. Students prepare to take the departmental exit exam and licensing exam through a study and synthesis of coursework in eight core areas of counseling: social and cultural foundations, individualized helping skills, group process and practice, appraisal of the individual, career/vocational counseling, lifespan development, research and program evaluation, and ethics and professional issues. (Every Fall and Spring semester)

**COUN 631. Introduction to School Counseling**  
(3 hours)  
This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs. (Every Fall and Summer semester)

**COUN 632. Leadership and Administration in School Counseling**  
(3 hours)  
This course is designed to provide students with a further understanding of the role and identity of professional school counselors. The course will assist students in obtaining skills necessary for development of a comprehensive developmental school counseling program, including those skills utilized in collaboration, consultation, and team building. (Every Fall and Spring semester)

**COUN 635. Orientation to Professional Practice**  
(1 hour)  
Students will be prepared to participate in clinical practice. Students will gain knowledge of Federal and State laws affecting clinical practice, including HIPPA and FERPA. Students will practice treatment planning and case management skills. (Every Fall and Summer semester)

**COUN 639. Practicum in School Counseling**  
(3 hours)  
Prerequisites: COUN 601, 602, 605, 606, 612, 613, 614, 618, 631, 632.
The Practicum in School Counseling is a one semester supervised experience. Candidates will spend 50 hours at each level (elementary school, middle school, and high school) in an accredited P-12 school. The Practicum is designed to place school counseling candidates in extended counseling relationships and situations with a variety of P-12 students under close supervision. The School Counseling Practicum will allow candidates the opportunity to practice previously learned counseling skills with individual P-12 students and to shadow an experienced school counselor in day-to-day activities. Practicum fee. (Every Fall and Spring semester)

COUN 640. Field Experience in School Counseling (6 hours)
The School Counseling Internship is a two-semester 750 hour supervised experience in three school settings (P-5, 6-8, 9-12). The School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced School Counselor and a faculty supervisor. Field Experience Fee. (Every Fall and Spring semester)

COUN 641. Theories of Family Counseling (3 hours)
Theories of Family Counseling will change to the following: "Students will gain an understanding of the history and theories of family counseling and will be able to use and demonstrate various family counseling techniques according to the associated theory and will be able to conceptualize family situations based on theoretical concepts. (Every Fall and Spring semester)

COUN 642. Theories and Methodologies of Brief Therapy (3 hours)
Prerequisites: COUN 602 or COUN 631, COUN 605, 606, 612.
The course is designed to provide an in-depth introduction to the varied theoretical and methodological perspectives on brief therapy. This will be accomplished through lecture and class discussion, case reviews, and role-play. Additionally, the cultural impact, empirical validation, and limitations of brief therapy will be examined. (Every Summer semester)

COUN 643. Counseling for College Access and Career Readiness (3 hours)
Prerequisites: COUN 601, COUN 613, COUN 631 and COUN 632.
At the completion of this course each student will demonstrate knowledge of designing and creating a school counseling program that focuses on college access and career readiness for all P-12 students. At the conclusion of the course, the student will be able to present in a workshop setting a college access and career readiness project. (Every year)

COUN 644. Orientation to Professional School Counseling Practice (1 hour)
Prerequisites: COUN 631, COUN 632, COUN 639, COUN 642.
At the completion of this course each student will have a knowledge and understanding of the best practices in Professional School Counseling. At the conclusion of this course, the student will be able to identify and apply the steps required for school counselor certification in the state of Georgia. (Every year)

COUN 701. Advanced Psychometrics (3 hours)
Candidates will gain knowledge of the development of techniques for creating and administering various types of assessments; as well as techniques for collecting, organizing, interpreting, and using relevant information from existing assessment instruments. Candidates will analyze information to assist individuals in understanding themselves and in making life and career decisions. Candidates will analyze instruments
and inventories including established paper and pencil tests, established group administered tests and established inventories, and newly created tests and inventories. (Every Spring semester)

COUN 702. Advanced Counseling Theory (3 hours)
Candidates will develop an advanced understanding of counseling theories and methods of intervention, prevention, and treatment of mental and emotional disorders. This advanced understanding includes the principles and practice of individual counseling, focusing on systems and consultation and their effectiveness in treatment. Candidates will demonstrate this understanding through research, role play, and selection and demonstration of appropriate theories and techniques applicable to counseling in a diverse society. (Every Fall semester)

COUN 703. Advanced Group Counseling and Leadership (3 hours)
Candidates will investigate the impact of counseling theory on group structure and leadership techniques. They will develop advanced therapeutic techniques as they interact with a pre-selected group of Master's level candidates in the role of group leader. In addition, candidates will be expected to develop two group models: (1) a comprehensive, structured group model and (2) an unstructured, non-themed group model. Both groups will be modeled for the counseling setting in their particular area of practice. (Every Fall semester)

COUN 704. Advanced Career Counseling and Development (3 hours)
Candidates will have the opportunity to integrate career development theory and practice within the context of career counseling and will develop an understanding of contextual (i.e., intrapsychic, social, and cultural) processes influencing career development from a life span perspective. Candidates will analyze current theories, research, practices, and resource materials in the fields of career development, career counseling, and career information. (Every Summer semester)

COUN 705. Advanced Ethical and Legal Issues in Counseling (3 hours)
Candidates will examine contemporary ethical and legal issues in counseling, counselor education and supervision, and school counseling and will obtain an in depth knowledge of historical incidents which have shaped current ethical and legal practice in the profession. Candidates will articulate the process of ethical of decision making within a variety of contexts, including integration of worldviews in a diverse society. (Every Spring semester)

COUN 706. Advanced Issues of Diversity and Social Justice (3 hours)
Candidates will gain an understanding that multiculturalism, the fourth force in counseling and psychotherapy, is a direct challenge and alternative, inclusive approach to the dominant, traditional models for providing psychological interventions. Candidates will participate in a seminar that allows advanced to enhance and apply self-awareness, knowledge, and skills of specific multicultural competencies with diverse populations. Candidates will apply theoretical and practical aspects of multiculturalism, including applicable theories, research, needs assessments, effective implementation and evaluation of models of multicultural counseling and social justice. (Every Fall semester)

COUN 707. Advanced Clinical Practicum (3 hours)
Candidates will be in clinical placement as they develop and refine advanced counseling skills that should conceptually link counselor practice to teaching, consultation, and supervision. (Every Spring semester)
COUN 708. Advanced Techniques in Marriage and Family Counseling
Candidates will investigate the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Candidates will explore the application of course material to their own family, work setting, and future teaching coursework. (Occasionally)

COUN 709. Learning Theories
Candidates will perform a critical analysis of the major theories of learning, including the works of Thorndike, Pavlov, Guthrie, Tolman, Skinner, Mowrer, Bandura, Walters, and Perry. In addition, candidates will demonstrate the application of learning theories in the counseling setting. (Occasionally)

COUN 710. Advanced Exceptionalities: ASCA Applied to Counseling of Exceptional Students
Candidates will study and critique relevant research pertaining to the physical, mental, emotional, and social traits of all types of individuals who are exceptional and will recognize major current problems and practices in the development of exceptionality programs and develop a plan to address the needs of P-12 students with exceptionalities, including the needs of gifted students. Candidates will participate in a required field experience. Field Experience fee. (Every Fall semester)

COUN 711. Advocacy and Professional Development in School Counseling
Candidates will examine the new role of school counselors as agents of change, leaders, and advocates will be examined. Candidates will develop an understanding of the role of advocacy in breaking down barriers to educational access as well as the role of advocacy in promoting and maintaining the role of the professional school counselor in P-12 schools. Candidates will apply their understanding of advocacy to developing a personal agenda for professional development and systemic change. (Every Summer semester)

COUN 712. Addiction Prevention and Intervention with Youth and Families
Candidates will understand the impact of addiction on school aged children, their families, and society as a whole. They will examine prevention programs, the levels of prevention, and the ways that school aged children and families may benefit from early education and intervention. Candidates will participate in the design of an addictions prevention and intervention program for a selected group of school-aged children and investigate both addictions related to substance abuse and addictive behaviors, such as eating disorders, sexual addictions, and internet and gambling addiction. (Occasionally)

COUN 713. Educational Leadership for School Counselors
Candidates will critically examine issues relevant to the development of school counseling programs while focusing on organization, implementation, and evaluation of a culturally relevant comprehensive developmental school counseling program. They will examine a selected P-12 school from among the surrounding districts and perform a needs assessment, establish program initiatives, and evaluate the efficacy of services rendered for one school counseling program. (Every Fall semester)
COUN 714. Issues of Educational Law and School Counselor Ethics (3 hours)
Candidates will gain insight into the principles, practices, and application of educational law and the specialized ethical issues that are inherent to school counseling. Candidates will understand the laws that govern the operation and conduct of their organizations as they face a highly litigious society. They will engage in critical analysis of the relevant legal principles that affect the operation, organization, and administration of American schools and recognize how these principles affect their professional duties within the boundaries of constitutional, statutory, and case law. (Every Summer semester)

COUN 715. Theories of Child and Family Counseling and Consultation (3 hours)
Candidates will engage in critical examination of theories of family and child-centered counseling. Candidates will apply knowledge of family systems theories to case studies and actual case examples. Candidates will gain knowledge and apply techniques inherent in theories of play therapy and filial therapy in both role play and in vivo situations. (Every Summer semester)

COUN 716. Theories of Adolescent and Family Counseling and Consultation (3 hours)
Candidates will critically examine family based treatment models for families with adolescents and will gain knowledge with an emphasis on the integration of family systems theory and the family life cycle with adolescents (i.e., prevention and intervention). (Every Summer semester)

COUN 717. Seminar in Current Trends in School Counseling (3 hours)
Candidates will engage in scholarly discussions of the counseling profession and specialty practices as applied in schools with considerations of the nature of schools as well as school counseling programs that are comprehensive, developmental, and collaborative in nature. Candidates will present special topics of interest throughout the semester and will complete their Capstone Project, including their related field experience, as they progress through this course. (As needed)

COUN 731. Doctoral Seminar (1 credit hour annually for 3 years)
Limited to PhD students only.
In this seminar, doctoral students will integrate advanced practice in the areas of clinical practice and counselor education and supervision with new and emerging theoretical perspectives. Students will engage in discussion and synthesis of critical elements of the profession. This course is a required element of the students’ program and students are required to register for it once per year for three consecutive years of study for a total of 3 credit hours. (Every Spring semester)

COUN 801. Leadership and Consultation (3 hours)
Candidates will investigate and practice theories of instruction which meet the developmental needs of adult learners. Candidates will analyze instructional methods in counselor education and formulate a personal instructional theory. Candidates will investigate models of counselor consultation and apply known models to the development of a model which fits with their career goals and areas of expertise. (Every Fall semester)

COUN 802. Counselor Supervision (3 hours)
Candidates will gain knowledge foundation regarding clinical supervision, including: (a) an overview of supervision theories and models, (b) an orientation to the supervisory relationship, (c) modes and methods of supervision intervention, (d) the evaluation of
supervisees and supervisors, (e) legal and ethical considerations in the provision of clinical supervision, and (f) supervision research issues. (Every Spring semester)

**COUN 803. Internship in Supervision** (3 hours)
Candidates will apply the theories and skills presented in COUN 802. Counselor Supervision. Candidates will have an opportunity to investigate and demonstrate the skills connected with various theories and models of supervision while they supervise Master’s level candidates who are participating in field experience. (Every Summer semester)

**COUN 804. Personality Development** (3 hours)
Candidates will critically examine the major personality theories, including those proposed by Freud and his followers, learning theorists, trait theorists, social-learning theorists and humanists. Using current research methodology, candidates will apply current research to the historical theories of personality development. (As needed)

**COUN 805. Cognition and Intellect** (3 hours)
Candidates will gain an understanding of how thinking and knowledge change with age. Candidates will investigate a variety of theoretical approaches in order to understand similarities and differences among children in the way they think. Candidates will develop the ability to critically evaluate research and to clearly communicate about the research in the field of cognitive development. (As needed)

**COUN 806. Psychotherapy I: Analytic Therapies** (3 hours)
Candidates will engage in advanced study and application of analytic therapy techniques through practice and skill building activities with individuals, couples, groups, and families. (As needed)

**COUN 807. Psychotherapy II: Affective Therapies** (3 hours)
Candidates will engage in advanced study and application of affective therapy techniques through practice and skill building activities with individuals, couples, groups, and families. (As needed)

**COUN 808. Psychotherapy III: Behavioral Therapies** (3 hours)
Candidates will engage in advanced study and application of behavioral therapy techniques through practice and skill building activities with individuals, couples, groups, and families. Discuss ethnocentric biases and ethical issues and how multicultural and gender issues can be integrated into counseling and consultation strategies. (As needed)

**COUN 809. Psychotherapy IV: Cognitive-Behavioral Therapies** (3 hours)
Candidates will engage in advanced study and application of cognitive-behavioral therapy techniques through practice and skill building activities with individuals, couples, groups, and families. Discuss research, current issues, and future trends of individual counseling, group counseling, and consultation in the treatment of and prevention of mental and emotional disorders using cognitive-behavioral therapies. (As needed)

**COUN 810. Tests and Measures I: Intelligence/Achievement/Personality Testing** (3 hours)
Candidates will engage in the development of techniques for creating and administering intelligence, achievement, and personality tests and using relevant information from these tests and use this information to assist individuals in understanding themselves and to make life and career decisions. (As needed)
COUN 811. Tests and Measures II: Projective Testing  (3 hours)
Candidates will engage in the development of techniques for creating and administering
projective tests and using relevant information from these tests and use this information
to assist individuals in understanding themselves and to make life and career decisions.
(As needed)

COUN 812. Qualitative Research  (3 hours)
Candidates will examine the assumptions, theories, and practice of qualitative research.
Candidates will design, conduct, and report a pilot study for a piece of qualitative
research that demonstrates their observational and interviewing skills. (Every Fall
semester)

COUN 813. Advanced Special Topics in Counseling  (3 hours repeatable)
Candidates will be provided with an opportunity for intensified study in a topic not
generally offered within the regular course offerings. (Occasionally)

COUN 814. Advanced Independent Study  (1-3 hours repeatable)
Candidates will be allowed the opportunity to work on individual projects, research, or
readings under faculty supervision. (As needed)

COUN 830. Research and Statistics I  (3 hours)
Candidates will take initial steps toward understanding of and modes of analysis involved
in quantitative social science inquiry in this first of three available courses in Research.
Candidates will use data sets from a limited number of studies to provide a vehicle for
understanding key statistical aspects of research design, and for illustrating the
application of widely-used statistical techniques. (Every Fall semester)

COUN 831. Research and Statistics II  (3 hours)
Candidates will demonstrate the ability to apply simple and multiple regression analyses,
analyses of variance, and analyses of covariance to various data sets, appropriately
interpreting the results. The student will do advanced work with SPSS. (Every Spring
semester)

COUN 832. Research Design  (3 hours)
Candidates will examine research methods and design in counseling, including types of
research as well as the process of selecting a topic, generating questions and
hypotheses, and selecting samples for study. Candidates will generate a proposal for a
research project related to their areas of interest. (Every Summer semester)

COUN 901. Prospectus Design  (3 hours)
Candidates will review various research designs and their corresponding methodologies
in order to begin the process of deciding on and refining their own dissertation question.
Candidates will engage in a critical analysis of their dissertation prospectus. (Every Fall
semester)

COUN 910. Doctoral Internship  (3 hours repeatable)
Candidates will have the opportunity to practice and enhance counseling skills in a
setting that mirrors the candidate's career goals. Candidates will be provided with both
group and individual supervision conducted by faculty and on site supervisors. Internship
fee. (Every semester)

COUN 920. Dissertation  (1-3 hours repeatable)
Candidates will register each semester for dissertation credit after completion of all
coursework. The candidate will then register each semester for dissertation credit until
the dissertation is successfully defended and accepted by the dissertation committee.
The dissertation is the culmination of the original research project required for the Ph.D. degree. Candidates will demonstrate mastery of the field in which the dissertation is completed. (Every semester)

CRIMINAL JUSTICE (CRJS)

CRJS 602. Comparative Studies in Public Safety (3 hours)
(Cross-listed with PLSD 602)
Comparative criminal justice involves the study and description of various nations’ law, criminal procedures and justice processes. This course attempts to build on students’ knowledge of public safety among selected countries by investigating and evaluating various countries’ culture and institutions.

CRJS 625/725. Special Topics in Public Safety Leadership (3 hours)
(Cross-listed with PSLD 625/725)
The purpose of this course is to enable students to pursue a subject in depth that is not usually taught as part of the core or electives. The student must seek approval from the program coordinator to register for this course. (Every year)

CRJS 630. Forensic Psychology (3 hours)
Students will examine the impact of specific mental disorders on the public safety system. Investigative psychology will be examined in regards to profiling, the polygraph, and identifying characteristics of offenders. Developmental factors in the development of habitual criminal behavior will be emphasized. The psychology of violence, sexual assault, and victimology will be studied. (Every year)

CRJS 631. History of Corrections and Jails (3 hours)
This course will explore the history of the asylum in America. Specific emphasis will be placed on the Jacksonian Era and the construction and maintenance of institutions that confined deviant and dependent members of the community. The care and correction of the criminal, the insane, and the poor will be studied. (Every year)

CRJS 632. Deviant Behavior: Crime, Conflict, and Interest Groups (3 hours)
The purpose of this course is to develop an understanding of crime and criminal behavior including violent crime, organizational deviance, sexual behavior, mental health, and substance abuse. (Every year)

CRJS 634. Nature of Crime and Justice in the 21st Century (3 hours)
Current issues concerning law makers, police, courts, and corrections will be examined. The long range prospects for the external environment in which an organization operates, expected trends, forces for change, and uncertain and emergent developments will be studied in regards to public safety leadership. (Every year)

LEADERSHIP (LEAD)

LEAD 600. Theories of Organizational Leadership (3 hours)
This course provides the foundation for the Master of Science in Organizational Leadership, and starts with the premise that everyone is capable of leadership. Students will demonstrate a comprehensive analysis of major leadership theories and research approaches. An integral part of the learning involves students assessing their own leadership philosophy and then analyzing the relationship between their philosophy and selected theories of leadership. It establishes this premise by exposing students to a series of alternative perspectives of leadership, including some contemporary collaborative models. (Every semester)
LEAD 601. Ethical Challenges in Organizations (3 hours)
Prerequisite: LEAD 600.
Students examine the challenges of being an ethical, vision-oriented leader (at any level of organization) who must navigate in turbulent, changing environments that often pose choices between “right and right.” Learners explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action. (Every year in at least one location)

LEAD 602. Organizational Theory and Behavior (3 hours)
Prerequisite: LEAD 600.
Students explore traditional and contemporary theories of organizations. It links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, and effectiveness) that confront modern complex organizations in today’s changing workplace. (Every year in at least one location)

LEAD 603. Research Strategies for Leaders I (3 hours)
Prerequisites: LEAD 602; three hours from the selected concentration.
This course provides an in-depth review of critical research principles to prepare students to complete a research project. Specifically, students learn to think critically, to analyze data, employ statistical models, and to examine research methodology, instruments and measures. Students are taught research proposal writing and are required to turn in a project proposal that includes a draft of the Introduction (Section I) and the Methodology (Section III), a description of the survey instrument and IRB forms if applicable. (Every year in at least one location)

LEAD 700. Research Strategies for Leaders II (1 hour)
Prerequisite: LEAD 603.
This course is the second segment of the three Research Strategies for Leaders components and will consist of individual meetings with the faculty project advisor. Students will demonstrate a thorough understanding of the purpose of their research design and research methods. (Every year in at least one location)

LEAD 701. Special Topics in Organizational Leadership (3 hours)
Prerequisite: LEAD 600.
Students examine an interdisciplinary study of a significant topic in the area of organizational leadership which is not available through the program offerings. (Every year in at least one location)

LEAD 705. Research Strategies for Leaders III (3 hours)
Prerequisites: LEAD 603; LEAD 700; STAT 600; six-nine hours from the concentration.
This course focuses on researching and writing critical reviews of literature and on formatting research findings in a research report. Students are required to turn in final drafts of the Literature Review (Section II), Results (Section IV), and Implications: Recommendations for further Research (Section V) to complete their research project. Students are required to prepare a digital presentation of their project and may expect to present a report of their findings at the annual Leader-to-Leader Symposium. (Every year in at least one location)

HEALTHCARE LEADERSHIP (HCAL)

HCAL 600. Introduction to Health Care Systems (3 hours)
Prerequisites: LEAD 600, 602.
This course is an overview of the current health care system in the United States. Selected comparisons will be made to health care systems in other countries. Students examine different health care contexts (hospitals, nursing homes, ambulatory and home
health care, behavioral health facilities) as they interact with governmental and insurance company policies. National trend data will be used to determine how the current health care system can better organize, deliver, and administer health care. (Every year in at least one location)

HCAL 601. Health Care Leadership (3 hours)
Prerequisite: LEAD 602.
Students perform a critical examination of the essential components of leadership necessary for a successful health services career. Students will focus on the key values and ethical considerations that guide a leader’s personal and professional decision making in a frequently changing and morally and ethically ambiguous health services environment. (Every year in at least one location)

HCAL 700. Health Care Policy and Law (3 hours)
Prerequisite: LEAD 601.
Students explore the determinants, components, and processes of health policy and lawmaking in the United States. International comparisons will be featured to more fully examine political forces and their role in policy analysis, formulation, implementation, evaluation, and change. (Every year in at least one location)

HCAL 701. Health Systems Budgeting for the Nonfinancial Leader (3 hours)
Prerequisites: HCAL 700; LEAD 700.
Students apply fiscal theories, concepts, and models to health care systems and their influence on decision-making. In particular, students will examine the roles of strategic planning, contract administration, and negotiation in the integration of funding structures with managed care structures like health maintenance organizations (HMOs), preferred provider organizations (PPOs), and independent practice associations (IPAs). (Every year in at least one location)

NONPROFIT LEADERSHIP (NONP)

NONP 600. Introduction to the Nonprofit Sector (3 hours)
Prerequisite: LEAD 602.
Students explore the history, foundations, and types of nonprofit organizations and the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations using ethical, legal, and global lenses. (Every year in at least one location)

NONP 601. Nonprofit Governance and Volunteer Administration (3 hours)
Prerequisite: NONP 600.
Students examine the volunteer administration process (recruitment, orientation, training, supervision, and evaluation) with an emphasis on creating and maintaining an effective board of directors for the nonprofit organization. (Every year in at least one location)

NONP 700. Budgeting for the Nonprofit Sector (3 hours)
Prerequisite: NONP 601.
Students examine budgeting concepts, policies, and practices as they apply to nonprofit organizations in their fiscal climate. Students examine major fiscal policy debates and interpret and construct budgets and funding statements/requests. (Every year in at least one location)
NONP 701. Capstone Seminars in Leadership in the Nonprofit Organization (3 hours)
Prerequisites: LEAD 601, 700.
This course provides students with an opportunity to integrate learning from their coursework in a capstone project: an applied project grounded in a real world experience in the nonprofit community. The capstone may focus on governance, policy, marketing/promotion, or leadership in either the public or private nonprofit sectors or adopt a cross-sector perspective. (Every year in at least one location)

ORGANIZATIONAL DEVELOPMENT AND CHANGE (ORGD)

ORGD 600. Organizational Development and Change: A Leadership Perspective (3 hours)
Prerequisite: LEAD 602.
Students focus on strategies for effecting successful change in the face of resistance and conflict. Particular attention will be paid to conflict resolution strategies at both the personal and organizational level and the use of strategic planning to effect organizational development/change. (Every year in at least one location)

ORGD 601. Organizational Consulting and Leadership Coaching (3 hours)
Prerequisite: LEAD 602.
Students explore the theories and practices of organizational consulting and leadership coaching in the contemporary organizational environment. Particular attention will be paid to the skills of effective coaching/consulting: using active listening, empowerment, and feedback to create interactive dialogue and deeper understanding. (Every year in at least one location)

ORGD 700. Building Organizational Culture (3 hours)
Prerequisites: LEAD 603; ORGD 600.
Students examine the cultures and subcultures of the various functions that constitute the organization focusing on the communication strategies that make possible collaboration across subcultural boundaries. They examine the role that leaders play as partners in shaping, and being shaped by, the organizational cultures they seek to influence. (Every year in at least one location)

ORGD 701. Leading the Strategic Planning Process (3 hours)
Prerequisites: LEAD 700; ORGD 700.
Students examine principles and applications of strategic planning and organization design. It covers methods for assessing key features of organizational environments and competitive situations: identifying, developing, selecting and implementing strategy. (Every year in at least one location)

PUBLIC SAFETY LEADERSHIP (PSLD)

PSLD 601. Multidisciplinary View of Theories and Models of Leadership (3 hours)
This course will address the nature and importance of leadership in public safety. Students will examine leadership styles and leadership roles. Power, politics, and leadership will be explored as well as leadership development, succession, and followership. (Every year in at least one location)

PSLD 602. Comparative Studies in Public Safety (3 hours)
(Cross-listed with CRJS 602)
Comparative criminal justice involves the study and description of various nations' law, criminal procedures and justice processes. This course attempts to build on students’ knowledge of public safety among selected countries by investigating and evaluating various countries’ culture and institutions. (Every year)

**PSLD 603. Research Analysis** (3 hours)
At the completion of the course students will have a knowledge and understanding of the theory and practice of research in public safety. At the conclusion of the course, the student will be able to conduct a research project in the field of public safety.

**PSLD 604. Organizational Communication, Conflict Resolution, and Negotiations** (3 hours)
The course will help students to develop an understanding of organizational communication with a focus on conflict resolution and negotiations. (Every year)

**PSLD 605. Leadership and Ethics in Public Safety Leadership** (3 hours)
Students will examine the theoretical basis for ethics and to develop an understanding of methods used to resolve ethical dilemmas. A history of unethical decision-making will be explored. (Every year)

**PSLD 606. Seminar on Terrorism** (3 hours)
The purpose of this course is to examine how the war on terrorism has affected first responders such as police and fire departments, how it has transformed local and state government planning, and how it has defined a new relationship between state and local government. (Every year)

**PSLD 625/725. Special Topics in Public Safety Leadership** (3 hours)
(Cross-listed with CRJS 625/725)
This course is designed to enable students to pursue a subject in depth that is not usually taught as part of the core or electives. The student must seek approval from the program coordinator to register for this course. (Every year)

**PSLD 632. Internship** (3 hours)
Students will take three credit hours over the course of a semester of practicum, internship, field placement, or equivalent in the student's specialty field of study. The Public Safety Leadership faculty will work in partnership with individual students to develop internship site placements. An internship report is required. Internship Fee. (As needed)

**PSLD 701. Preparation, Execution, and Coordination of Disaster Response** (3 hours)
Disaster planning will be explored in depth. Particular emphasis will be on preparing for man-made and natural disasters as well as accidental disasters such as plane crashes and plant explosions. Learning from scientific disaster studies will be a major focus in this course. (Every year)

**PSLD 799. Master’s Research Report** (3 hours)
The Master’s research project requires students to complete a written critical analysis of scholarly literature on core or specific topics in the field of public safety leadership, as well as successfully completing a comprehensive exam at the end of the semester. (Every year)
CLINICAL REHABILITATION COUNSELING (RHAB)

RHAB 601. Introduction to Rehabilitation Counseling (3 hours)
Overview of the history, philosophy, and legal basis of rehabilitation programs, the roles of the rehabilitation counselor, and the process of rehabilitation. Also includes organizational structure of public and private rehabilitation systems, societal trends in rehabilitation, professional issues related to the role of the rehabilitation counselor, literature use, and professional organizations. (Every Fall and Spring semester)

RHAB 604. Psychosocial Aspects of Disability (3 hours)
Students will develop a basic understanding of the psychosocial influences that affect disabled individuals. Students will demonstrate an understanding of the sociological, psychological, and cultural aspects of disability. Students will demonstrate skills that will help clients to become advocates for themselves and develop strategies to reduce attitudinal barriers to people with disabilities. (Every Summer semester)

RHAB 605. Sexual Aspects of Disability (3 hours)
Students will acquire a basic understanding of the specialized impact that disability can have on human sexuality. Students will learn skills to counsel individuals with disabilities concerning issues of human sexuality and the effect of disability on sexual issues. (Every Summer semester)

RHAB 606. Vocational Analysis and Job Placement (3 hours)
Students will gain an understanding of the specialized employment needs of those affected by disabilities. Students will learn to identify various disability benefits programs and interpret their applicability to individual consumers, will learn how to provide job analysis, transferable skills analysis, work site modification and restructuring, and to provide career counseling using applicable career theories. Students will learn the uses of assistive technology, job coaching, and supported employment. Students will practice appropriate counseling skills to facilitate change in disabled clients. (Every Fall semester)

RHAB 609. Practicum in Clinical Rehabilitation Counseling (3 hours)
Prerequisites: COUN 606, 612, 618; RHAB 601.
The practicum in Rehabilitation Counseling is a one semester supervised experience. It is designed to place rehabilitation counseling students in rehabilitation settings with a variety of clients under close supervision. The practicum will allow students the opportunity to practice previously learned counseling skills with disabled individuals and to shadow an experienced rehabilitation counselor in day-to-day activities. Practicum fee. (Every Fall and Spring semester)

RHAB 610. Internship in Clinical Rehabilitation Counseling I (3 hours)
Prerequisite: RHAB 609.
Students are required to complete 600 hours of internship (300 per semester) at a rehabilitation counseling agency within the private and/or public setting. This experience must include both observation and practice of the knowledge, skills, and abilities required to function as a rehabilitation counselor. Internship fee. (Every semester)

RHAB 611. Internship Clinical Rehabilitation Counseling II (3 hours)
Prerequisite: RHAB 610.
The primary goal of the course is to increase mastery and be able to demonstrate in practice knowledge and skills for effective rehabilitation counseling - from intake to termination and case closure. Additional goals include promoting knowledge and skill in a variety of approaches to working with individuals with disabilities and their problems, increasing knowledge of specific human service agencies and other community
resources, incorporating case management techniques into rehabilitation counseling practice. (Every semester)

**RHAB 612. Medical Aspects of Disability**  (3 hours)
Students will be provided with a basic understanding of medical terminology, body systems and the disabilities that occur when one or more of the body systems are affected by illness, injury, or genetic predisposition. Students will be able to read and understand medical records; describe the medical and rehabilitation consequences of various disabling conditions including functional capacities and limitations; describe the vocational implications for these disabling conditions; and analyze existing community resources for these disabling conditions. (Every Spring semester)

**RHAB 613. Special Topics in Clinical Rehabilitation Counseling**  (3 hours)
Students will be able to select from a variety of topics that will be offered periodically as elective coursework. Topics may include, but are not limited to, psychopharmacology, assistive devices, family counseling and disability, and others too numerous to list. (Occasionally)

**RHAB 630. Examination Review Seminar**  (1 hour)
Students will review the ten core areas of rehabilitation counseling as outlined in the CORE standards in preparation for the Certified Rehabilitation Counselor examination (CRC). (Every Fall and Spring semesters)

**RHAB 632. Directed Study in Clinical Rehabilitation Counseling**  (1-3 hours)
Students will be allowed the opportunity to work on individual projects, research, or readings under faculty supervision. (As needed)

**STATISTICAL DESIGN (STAT)**

**STAT 600. Applications of Statistical Design**  (3 hours)
Prerequisite: LEAD 600.
Students examine statistical and critical thinking, including the uses and abuses of statistics, descriptive statistics, probability, sampling distributions, interval estimation, hypothesis testing, and regression. Students learn concepts of probability and statistical inference, focusing on an intuitive approach to understanding concepts and methodologies. Students develop familiarity with methods of research and analysis useful to organizational leaders. Survey and research design, statistical methods such as descriptive and inferential statistics, including linear regression, will be covered. The course involves hands-on computer work using statistical applications. (Every Spring and Summer semesters)
The James and Carolyn McAfee School of Theology

Robert N. Nash, Interim Dean
Karen G. Massey, Associate Dean for the Master’s Degree Programs/Associate Professor
Robert Nash, Associate Dean for the Doctor of Ministry Degree Program/Professor
David G. Garber, Jr., Denise M. Massey, and Brett Younger, Associate Professors
Chanequa Walker-Barnes, Associate Professor

History and Mission Statement

History

When Jesse Mercer founded Mercer University in 1833, he and other Georgia Baptist leaders envisioned an institution that would provide students with a classical and theological education. Their concern was for young preachers and for members of area Baptist churches. Mercer knew these churches desperately needed pastor-leaders who understood scripture and could clearly articulate their Christian beliefs.

With more than 8,200 students enrolled in 11 schools and colleges on campuses in Macon, Atlanta, and Savannah, and at four Regional Academic Centers around the state, Mercer is consistently ranked among the nation’s leading institutions by such publications as U.S. News & World Report and the Princeton Review.

In recent years, both pastors and students who seriously examined the opportunities for seminary-level training expressed a need for new educational alternatives within the Baptist tradition. After careful consideration of the issues and after an extensive feasibility study, the University’s Board of Trustees in June of 1994 voted to establish a School of Theology.

The McAfee School of Theology partners with the Cooperative Baptist Fellowship and attracts students who have looked critically at the options and who seek a theological education that will best prepare them for ministry in the next century.

Mission and Founding Principles

The Mission of the McAfee School of Theology is to extend the mission of the Church in the world by equipping women and men called of God for authentic ministry, the pursuit of spiritual maturity, and the lifelong process of theological inquiry.

We are a community:

Centered on God in Jesus Christ,
Led by the Holy Spirit,
Guided by sacred Scripture,
Founded on the heritage of Baptists, and
Committed to the ministry of the Church.

Our vision is to graduate ministers whose passion for God and neighbor leads Christian communities to integrate head and heart, worship and witness, tradition and innovation, responsible theological inquiry and prophetic vision.
Based on Jesse Mercer’s vision, the McAfee School of Theology is founded on ten principles that have guided its inception and will continue to guide its formation and character:

1. The school shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.

2. The school shall spring from Mercer University’s conviction about its own vocation as an institution that was born of and is nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.

3. The school shall seek to educate students who are:
   - literate and disciplined in the study of sacred scripture;
   - articulate in understanding the historical and theological issues of faith;
   - effective preachers and interpreters of the Christian gospel;
   - wise and compassionate in personal and social ministry;
   - prepared to integrate faith and life in the spiritual formation of congregations.

4. The school shall be devoted to the preparation of men and women who combine the call of God’s spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible pastors and leaders in ministry.

5. The school shall be inclusive in spirit and practice, affirming the open search for truth and fostering tolerance for religious and intellectual diversity.

6. By underscoring both scholarly discipline and the experience of ministry, the school shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion and the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

7. The school shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.

8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the school shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God’s purpose and presence in the world.

9. The school shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

10. The school shall serve as a continuing resource to churches, pastors, and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors, and other church leaders.
Community

A crucial component of theological education is the experience of shared life and faith. At the McAfee School of Theology, the faculty and staff are committed to the practice of Christian community and encourage all students to enter as fully as possible into this community of faith.

A vital part of the McAfee community is a group of students elected to act as liaisons between the student body and the faculty. The Student Advocacy and Leadership Team (SALT) sponsors student forums at which students are given the opportunity to voice concerns and suggestions that will be presented to the faculty. In addition, SALT organizes gatherings, mission projects, and fellowships that allow students to enjoy spending time together in an informal atmosphere. Elections for SALT are held in the spring and fall semesters of each year. Dr. Karen Massey serves as the faculty advisor.

The Multicultural Student Association affirms the cultural diversity in the McAfee community through social events, social gatherings and worship opportunities. Its officers have included students from every corner of the community, including international students. Dr. Denise Massey and Dr. Thomas Slater are faculty advisors.

Beginning with first-year classes on spiritual formation, students are invited into the experience of shared relationships, support, and prayer. The experience of being a community is nourished and encouraged in many ways, with opportunities for worship, play, shared meals, and ongoing groups. Toward this end, the faculty is committed to being accessible to students.

The McAfee community worships together on a weekly basis. The services are student-planned and, often, student-led. Preaching guests include students, faculty members, and other area ministers.

Faculty, staff, and students gather frequently for prayer. Participation in such gatherings is not required and is not meant to replace worship in one’s own church, but it is offered as a source for spiritual discipline and to deepen the strength of our life together.

Accreditation

Mercer University is accredited, the Southern Association of Colleges and Schools Commission on Colleges to award bachelors, masters, and doctoral degrees. The McAfee School of Theology is also accredited by the Association of Theological Schools, the accrediting body for more than 250 seminaries and schools of theology in the United States and Canada. Informally, the McAfee School of Theology has a strong and significant endorsement from approximately 100 sustaining churches that have entered into partnership with the school, and the circle of partner churches continues to grow.

Admission Policies

Master of Divinity and Master of Arts in Christian Ministry Programs

The McAfee School of Theology seeks women and men who combine the call of God’s spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible leaders in ministry.

Candidates for admission may be upcoming or recent graduates of a regionally accredited undergraduate institution, or they may be college graduates who have been active in their church and community for many years. Bivocational ministers who want to enhance their theological education are also encouraged to apply for admission.

Minimum requirements for admission include a bachelor's degree with a liberal arts core from a regionally accredited institution or proof of an equivalent degree from a foreign university. Applications will be evaluated based on each student's total profile (undergraduate GPA, personal information supplied by the student, letters of
recommendation, an admissions interview, and a background check). A minimum grade point average of 2.75 overall and 3.0 in a student's major is normally required. In certain cases, a student may be admitted on a provisional basis if the student has admission deficiencies; such a student will have one semester to remove any remaining admission requirements in order to remain in the Masters degree program. The dean gives final approval for admission to the McAfee School of Theology.

For study at Mercer, an F-1 Visa is required of all students who are not citizens of the United States. An I-20 Form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 Visa. Those students who want to be considered for a tuition grant should have their applications complete and an I-20 issued by January 15 to be eligible for financial assistance for the following fall semester. Qualified students whose native language is not English must show proficiency by scoring a minimum official TOEFL score of 79 IBT (internet based TOEFL), 215 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS.

International students who receive a tuition grant must also show evidence of $14,000 in annual living expenses. Those students who do not receive a grant will be responsible for paying the current tuition rates. Each international applicant must complete a Declaration of Finances before an I-20 can be issued. If personal finances do not show evidence of $14,000 in living expenses, a sponsor will need to supply current bank documents in the above amount and a letter of sponsorship. In addition, we require that the student or sponsor(s) deposit $7,000 into the student's account at Mercer University by July 1 of the year the student plans to attend. The student or sponsor(s) will also be required to deposit another $7,000 by January 15 of the following semester. The university will disburse the deposited $7,000 at the start of the semester once the student has arrived for class. McAfee has a stewardship responsibility with regard to these awards. Students who are on F-1 Visas and are not able to meet these obligations will jeopardize their grants from the University.

Persons who do not currently possess the prerequisite qualifications for admission or who do not intend to pursue vocational ministry but who would like to take courses may audit courses. The dean gives final approval for permission to audit courses.

Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see Immunization Policy). Every student is also required to submit to a background check.

For individuals who do not currently possess a bachelor's degree, but who want to obtain a graduate theological education, Mercer offers undergraduate education through the College of Liberal Arts in Macon and through the off-campus programs of the Tift College of Education, the Penfield College of Mercer University, and the Stetson School of Business and Economics. For more information about these programs, contact the Office of Undergraduate Admissions at (800) 342-0841 (in Georgia) or (800) 637-2378 (outside Georgia), and ask for extension 2650.

For further information about admission to the McAfee School of Theology, call the Office of Admissions at (888) 471-9922; within the Atlanta area, call (678) 547-6474. Email: theoadmiss@mercer.edu. Website: http://theology.mercer.edu.

Written correspondence should be addressed to:

James and Carolyn McAfee School of Theology
Office of Admissions
3001 Mercer University Drive
Atlanta, GA 30341

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Admission on Probation

If a student was admitted on probation and earns a 2.5 or better during the first semester, he or she will be sent a letter from the Dean removing them from probationary status. If the student was admitted on probation and does not earn a 2.5 or better during the first semester, he or she will be asked to withdraw from the program.

Doctor of Ministry Program

The Doctor of Ministry Committee of the faculty grants admission to the Doctor of Ministry degree program. Decisions are based on the total profile of the applicant, including an analysis of the applicant's writing ability, as seen in the admission essays; quality of recommendations; grade point averages of academic work; standardized test scores; and the nature and extent of the applicant’s ministry experience. No single area of deficiency will disqualify an applicant from admission.

Successful applicants will complete and submit the following application materials to the Doctor of Ministry Office:

- Official transcripts from all higher education institutions previously attended. A grade point average of 3.25 from all master's degree study in theology is preferred. Applicants must have completed a Master of Divinity degree (or a master's degree in theology with a 74 hour M.Div. equivalence) from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international accrediting organization). Applicants are expected to have served in full-time ministry for at least three years following receipt of the master's degree.

- A description of roles and responsibilities in active ministry in which the applicant can complete meaningful research integrating biblical, theological, and pastoral insights into the practice of specific ministry. Most applicants must have been engaged in active ministry for at least three years following receipt of an acceptable master's degree in theology (a limited number of highly qualified applications with ministry experience completed prior to completion of the degree may be accepted).

- A Miller Analogies Test (MAT) or Graduate Record Examination (GRE) completed in the previous five years. A score on the MAT above the fiftieth (50th) percentile is preferred, but not required. If English is a second language, an official TOEFL score of 79 IBT (internet based TOEFL), 215 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS is required.

- Three reference documents, located in the application materials, completed by selected leaders in which assessment is made of the applicant’s ministerial practice.

- Brief, written personal essays describing the applicant’s call to ministry, previous educational experiences, goals for D.Min. study, theological self-reflection and a general area of research interest for a Project Thesis.

- An on-site or telephone interview arranged by the D.Min. office with a faculty member or the Associate Dean.

- An agreement by member of the faculty to serve as student’s supervisor

The McAfee School of Theology Doctor of Ministry Program will consider transfer credit on a case-by-case basis, up to a maximum of ten hours.
Complete the Application for Admission and return it with a check for $50.00, made payable to "McAfee School of Theology." This is a non-refundable application fee. The Doctor of Ministry committee of the faculty serves as the Admissions Committee for the program. All applicants are reviewed on the basis of a total profile of the applicant. No one expectation will eliminate an applicant from consideration.

Upon action by the committee, the Associate Dean will send a letter notifying the applicant of its decision. At that point, the admitted student must provide to the Doctor of Ministry office documentation of approval and a Covenant of Support for participation in the program from the student's place of ministry.

Each admitted student must also complete a University Health form prior to registration, as well as submit to a criminal background check.

**Tuition**

Compare the cost of theological education with costs at other seminaries and divinity schools and you will be surprised at the affordability of a McAfee education. Mercer University, supporting churches, and our educational partners are making a significant commitment to underwrite much of the cost of studying at the McAfee School of Theology. In fact, every student at McAfee receives significant financial assistance which brings down the tuition to well below the national average for ATS accredited schools. The masters level tuition rate is $380 per credit hour for Baptist students and $400 per credit hour for non-Baptists for 2015-2016. The Doctor of Ministry tuition rate is $360 per credit hour.

### TUITION AND REQUIRED FEES

**Estimated Student Cost to Attend**

2015-2016 Academic Year

<table>
<thead>
<tr>
<th>M.Div. and M.A.C.M. per year (30 hours)</th>
<th>Non-Baptist</th>
<th>Baptist</th>
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<tbody>
<tr>
<td></td>
<td>$12,000.00</td>
<td>$11,400.00</td>
</tr>
<tr>
<td>*D.Min tuition rate per year</td>
<td>$3,800.00</td>
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<tr>
<td>*Facilities and Technology Fee (required fee, full-time students)</td>
<td>$200.00</td>
<td></td>
</tr>
</tbody>
</table>

* Tuition rates and fees are estimated and subject to change

**HEALTH INSURANCE**

Required, unless students show proof of existing coverage

**OTHER ESTIMATED EXPENSES**

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies per year</td>
<td>$500.00</td>
</tr>
<tr>
<td>Room On Campus ($3015.00 per semester, 4BR)</td>
<td>$8040.00</td>
</tr>
<tr>
<td>Room Off Campus ($400.00 per month, 2BR)</td>
<td>$4000.00</td>
</tr>
<tr>
<td>Food ($480.00 per month)</td>
<td>$4,800.00</td>
</tr>
</tbody>
</table>
Masters Level Scholarships

Merit-Based Scholarship Levels at McAfee School of Theology

To be considered, students are expected to have an undergraduate GPA of 3.25 or higher. A completed application must be submitted by the eligibility deadline and students should interview at one of two Preview Conferences. Preview Conferences will be held in the fall and spring.

Scholarship Levels

Jesse Mercer Fellowship for Ministry
(Entering Students) Full Tuition plus Stipend
Josiah Penfield Scholarship
(Entering Students) Full Tuition
McAfee School of Theology Dean’s Scholarship
(Entering Students) 75% Tuition
McAfee School of Theology Ministry Scholarship
(Entering Students) 50% Tuition
McAfee School of Theology Sustaining Scholarship
(Returning Students) varies

Academic Requirements for Scholarship Students

We consider receiving McAfee awarded scholarships and grants to be a privilege. Students must meet and maintain the Academic Requirements as well as abide by the Mercer Honor Code and Scholarship Covenant in order to keep their scholarship.

Academic Policies and Procedures for the Masters Programs

Minimum Hours Requirement

Students enrolled during the Fall and Spring semesters are required to be enrolled for a minimum of six credit hours. Students who fail to meet this requirement must meet with the Associate Dean to discuss their academic progress and may be asked to withdraw from the degree program.

Advanced Placement

Students who have demonstrated significant experience in their undergraduate and/or graduate coursework in the required McAfee School of Theology foundational and introductory course areas may be eligible to receive advanced placement standing (no credit). If granted, the student may enroll in an advanced elective course in place of the appropriate introductory/foundational course. Students must complete the Advanced Placement Request form before matriculating.

Class Attendance

Regular attendance in scheduled class sessions is important to the learning process and especially crucial to the interactive nature of the courses within the McAfee School of Theology. Each professor will outline attendance policies for his or her classes in the course syllabi. Students, however, must attend at least 75% of the scheduled class meetings in order to receive credit for a course.

Because the programs are graduate and professional level, the School assumes that students have high level of motivation and responsibility. Accordingly, it is expected that students will attend class unless there are significant reasons for being absent. Professors are required to check attendance and keep attendance records. Each
professor has the discretion to indicate in the syllabus his or her policy on absences, late arrival at class, or leaving before the class is over. Repeated lateness or leaving early may be counted as an absence, and the professor may penalize a student’s grade for absences, if the professor’s policy is stated in the syllabus. If a student is in doubt about the number of absences he or she has for a given course, it is the student’s responsibility to check with the professor.

Course Availability

The decision of whether to offer a course or not will be based upon the availability of the faculty to teach the course and by a minimum number of five students enrolling in the course and being present on the first day of class.

Suitable Progress Towards Degree Completion

Students are expected to make satisfactory progress towards their degree completion. Master of Divinity degree students must complete a minimum of 30 hours by the end of their third year and 60 hours by the end of their sixth year. Master of Arts in Christian Ministry students must complete a minimum of 30 hours by the end of their third year. Students who do not demonstrate satisfactory progress by completing the minimum requirements may be asked to withdraw from the degree program.

Course Load

The normal academic load for the fall and spring semesters is 12-15 credit hours per semester. Students are considered to be full-time if they are enrolled in nine hours of coursework per semester. Students may take 16 or more hours per semester only with prior approval of the Associate Dean of the McAfee School of Theology.

Student Requests for Catalog Exemption

All student requests must be submitted in writing, along with the proper forms, to the office of the associate dean no later than the Wednesday prior to the monthly faculty meeting.

Independent Study

Students wishing to enroll in an Independent Study must submit their proposal by the last faculty meeting of the semester prior to the semester that the Independent Study will take place. If the Independent Study requires international travel, the student must contact the International Programs Office in Macon to get approval, and documentation and approval from the International Programs Office must accompany the request. If the Independent Study involves human research, the student must get approval from the IRB office in Macon, and documentation showing approval must accompany the student’s request. Note that professors are limited to supervising one Independent Study course per semester. All Independent Study requests must be approved by the Masters Degree Program Committee.

Cross-Registration

The McAfee School of Theology allows for 15% of elective course work (this does not include core courses) to be taken in courses offered by member institutions of the Atlanta Regional Consortium for Higher Education under the cross-registration arrangement of the Center provided they meet the academic requirements of the Center agreement. The actual number of cross-registration courses will vary according to the student’s track and degree. Please consult with the Associate Dean for Masters Studies to determine those courses that will apply to your degree program. Students who wish to cross-register must proceed as follows:
1. Obtain a University Center Cross Registration Form from the Registrar’s Office or the McAfee School of Theology website.

2. Fill out the Cross-Registration Form completely. The form requires the signature of the Associate Dean of the McAfee School of Theology and the Coordinator of Cross-Registration.

3. Check the calendar on the Cross-Registration form for the dates by which the cross registration form needs to be processed.

4. A student must be enrolled in a course at Mercer University to cross-register. The student will pay the tuition of Mercer for the course taken at the other institution. The refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.

5. The form will be sent to the host school for processing. Registration will be on a space available basis and upon approval of the host institution. Communication from the host institution will specify the time and date on which the student must register.

6. All regulations, policies, and procedures of a host institution apply to the cross registered student while enrolled there.

7. Students must complete a new Cross-Registration Form for any subsequent term in which they wish to participate in the Cross-Registration Program.

Equal Opportunity Policy

Mercer University is committed to providing equal educational programs or activities, and equal employment opportunities to all qualified students, employees, and applicants without discrimination on the basis of race, color, national or ethnic origin, disability, veteran status, sex, sexual orientation, age, or religion, as a matter of University policy and as required by applicable state and federal laws, including Title IX. Inquiries concerning this policy may be directed to the Equal Opportunity/Affirmative Action Officer/Title IX Coordinator, Human Resources Office, 1501 Mercer University Drive, Macon, Georgia 31207, phone 478-301-2005 or contact lidstone_rw@mercer.edu, or in cases of Title IX concerns, these concerns may be referred to the Office of Civil Rights.

Grading Policies

Academic Probation Policy

Any student whose current term GPA falls below a 2.5 will be placed on probation. The student must then earn a 2.5 GPA or better in the following semester to be removed from probation. If a student’s current GPA falls below a 2.5 more than two semesters in their seminary career (including admission on probation), the student will be terminated from the program.

A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Divinity or Master of Arts in Christian Ministry.

Auditing Courses

The McAfee School of Theology encourages and welcomes those who wish to audit courses. No paper assignments or examinations will be required or graded. The fee for auditing a class is $50 per hour of weekly class time; for example, if a class meets three hours each week, the audit fee is $150, plus an activities fee.

Courses that have been audited cannot be later established on a student’s record by examination-for-credit, and, if the student wishes to change an audit course to credit, he
or she must do so by that semester's add/drop deadline. The dean gives final approval for permission to audit courses.

Examinations

Examinations are conducted at scheduled times at the end of each semester. Students must report to the examination at the time scheduled. Changes in the examination schedule may be authorized only by the Associate Dean or Dean. Permission for a make-up examination due to illness or other emergency may be permitted at the discretion of the instructor.

Grading System and Quality Points

The method and manner of evaluation for course grades are left to the discretion of the course instructor as outlined in the course syllabus. A student may take an examination or submit an assigned project at other than the scheduled time only under extenuating circumstances and with permission from the instructor.

Cumulative grade point averages are computed on a quality point system. The interpretation of the letter grades and their quality point values is as follows:

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Per Credit Hour</th>
<th>93% - 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>B+ Good</td>
<td>3.5</td>
<td>89% - 92%</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>82% - 88%</td>
</tr>
<tr>
<td>C+ Average</td>
<td>2.5</td>
<td>78% - 81%</td>
</tr>
<tr>
<td>C Average</td>
<td>2.0</td>
<td>70% - 77%</td>
</tr>
<tr>
<td>F Poor</td>
<td>0</td>
<td>Below 70%</td>
</tr>
<tr>
<td>FQ Failure-Quit Attending/Never Attended</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>S Satisfactory</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>U Unsatisfactory</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>ABX Absent from Final Exam (Excused)</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>IC Incomplete (Excused)</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>IP In Progress</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>AU Audit</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>W Withdrawal</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Z Grade not Reported</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

Incomplete Policy

A grade of “Incomplete” will be assigned if, due to exceptional extenuating circumstances and with the prior approval of the instructor and Associate Dean, a student is not able to complete the required course work during the semester. All work must be completed by the end of the first full semester following the assignment of the “incomplete” grade. At that time, the “IC” will be replaced with a letter grade. If the student has not completed the work by the end of the following semester, the “IC” will be replaced with a letter grade of “F.”

It is the student’s responsibility to contact the professor, request an “incomplete,” and agree on a schedule for completing the work, if he or she thinks that circumstances warrant the giving of an “incomplete.” Otherwise, work that is not turned in will be given an “F.” A student who receives an “incomplete” should adjust the course load for the next semester in order to allow for time to complete the course work from the previous semester. If a student begins to develop a pattern of requesting “incompletes,” requesting “incompletes” in consecutive semesters or on a recurring basis, he or she may be placed on probation.

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Repeating a Course

A student must repeat a course in which the student earned an “F.” The course may only be repeated at the McAfee School of Theology.

The following provisions apply:

Enrollment documents for such courses will carry “Repeat” added to the course, and this notation will appear also on the class roll and permanent record. Hours of credit will be granted only once. The second grade recorded in the final attempt will prevail, whether it is higher or lower than any previous grade(s) and the final grade will be used in computing the cumulative grade point average. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the department and the Associate Dean. A student may not attempt any individual course more than twice without special permission from the Faculty.

When a course is repeated, the student is subject to the Catalog restriction on the total number of credit hours that may be taken in a single term. With the Associate Dean’s approval, a student who has a “C” average or above may, in emergency circumstances, be allowed to take the “repeat” as an overload.

A course may be repeated on an audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s).

Courses originally taken on a letter grade basis may not be repeated on a “satisfactory-unsatisfactory” basis. These provisions are not applicable to repeated work taken by a Mercer student as a transient at another institution.

Schedule Changes

Adding and Dropping Courses

Course changes must be completed before the add/drop deadline for the current semester. A student must complete and submit a Course Change Request Form to add or drop a class. Courses dropped by the deadline will not appear on a student’s grade report or permanent record.

Resignation from the McAfee School of Theology

To resign officially from Mercer University, a student must withdraw from all courses for which she/he is registered. A grade of W will be assigned, if the student resigns before the withdrawal deadline. A student resigning after the deadline will receive a grade of F for all courses in which he/she was enrolled in the semester of resignation, except in the case of appropriately documented extreme personal circumstances, when a grade of W may be granted.

Students who do not formally change their schedules, withdraw from courses, or resign from the University may be assigned a grade of F. Non-attendance does not constitute an official schedule change, withdrawal, or resignation.

Readmit Students

Included in this category are students who previously attended one of Mercer University’s Educational Centers and wish to re-enter the University after an absence of more than one calendar year. The student must be in good standing with the University and have a cumulative grade point average of 2.5 or higher. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar’s Office:

1. A completed application for readmission. There is no readmission fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer University.

All McAfee School of Theology students, as well as any student applying for readmission with less than 2.5 cumulative grade point average and not in good standing with the University, are required to request readmission in writing addressed to the Dean of the school of prior enrollment. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Students who leave the University, and are not enrolled for three consecutive semesters, must fulfill the catalog requirements in force at the time of re-enrollment. Files are purged five years from the last date of attendance. Students who seek readmission after that time, and have attended other institutions, must secure new transcripts from those institutions.

Withdrawal from Courses

A student may withdraw from a course after the add/drop deadline and before the withdrawal deadline. The student must complete and submit a Course Change Request Form. A grade of W will be assigned, and it will appear on the student's grade report and on his/her permanent record.

Withdrawals are not used to compute grade point averages. Any student who withdraws after the withdrawal deadline or who fails to complete and submit the Course Change Request Form will be assigned a letter grade of F for the course.

Student Conduct

Academic Honor

Mutual trust is a basic component of any community. The McAfee School of Theology expects its students, as members of an academic and Christian community, to take their position in that community seriously. Students are expected to insure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

The Student Advocacy and Leadership Team of the McAfee School of Theology has established an honor code that the school has adopted. This policy is available in the Student Handbook. Academic offenses that constitute violations of this honor code include plagiarism, cheating, lying, and academic theft. This policy, including definitions, processes, and penalties, is available in the McAfee masters degree Student Handbook.

Attitude and Conduct

Mercer University and the McAfee School of Theology expect students to conduct themselves in a manner that reflects their maturity and Christian commitment. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The code of conduct is enforced both on University premises and at University-sponsored events held off campus. This policy, including definitions, processes, and penalties, is available in the McAfee masters degree Student Handbook.

Disability Syllabus Statement for Atlanta, Douglas & Henry Co. Campuses

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADAAA/Section 504 and to request a Faculty
Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability, or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at http://campuslife.merceratlanta.org/disabilityservices.html.

Harassment

The University is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment harms the environment the University seeks to maintain and is unequivocally prohibited. Moreover, sexual harassment is a form of sex discrimination and violates federal laws, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972.

Inquiries concerning this policy may be directed to the equal opportunity/affirmative action officer, located in the Human Resources Office (telephone: 478-301-2786).

Discrimination against or harassment of any individual or group on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability is strictly prohibited by University policy and by state and federal laws.

The Student Handbook, which details the honor code, the code of conduct, and the policies on equal opportunity and sexual harassment, may be obtained from the office of the associate dean or from the equal opportunity/affirmative action officer.

Student Records and the Right to Privacy

A complete copy of a student's academic record (a transcript) may be obtained by the student at the Office of the Registrar; the student must present a written request per transcript requested. Telephone requests will not be honored. Transcripts produced by the Office of the Registrar include the entire record of a student's academic history at the McAfee School of Theology.

In accordance with the Family Education Rights and Privacy Act of 1974, Mercer University (1) permits students to inspect their educational records, (2) limits disclosure to others of personally identifiable information from a student's educational records without the student's prior written consent to such disclosure, and (3) provides students the opportunity to seek correction of their educational records when appropriate.

A complete copy of the University's policies and procedures regarding student records and a student's right to the privacy of his/her records may be obtained from the office of the associate dean.

Intellectual Property Policy

The purpose of this policy is to determine who may own, control, or use content that has been used in on-line instruction sites.

Faculty

It is the policy of the McAfee School of Theology that individualized content posted on on-line instruction sites such as Blackboard or Moodle, shall remain the intellectual property of the instructor who produced it. This includes, but is not limited to, syllabi,
power point presentations, lecture notes, blog entries and comments, exams, and class handouts. The access to and use of these materials and tools shall be authorized and determined only by the instructor of record.

Students

It is the policy of the McAfee School of Theology that students shall retain all rights to their class work, such as papers and essays. This also includes work that is posted to on-line learning and discussion platforms, and blog entries and comments. Students will be informed if their on-line work will be retained in the course site beyond the duration of the semester, and whether others will have access to it. If a student’s work is retained on a course site, no grade or evaluative comments from the instructor will be included if the work identifies its creator.

Transfer Credit

Students may receive credit for graduate courses taken at another institution as either transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case-by-case basis and in no instance may exceed 21 credit hours for the M.Div degree and 14 credit hours for the MACM degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at an ATS accredited school; (2) the courses were graduate-level courses, applicable to a graduate degree; (3) grades of at least B were received in the courses, and (4) the courses fall within the maximum time limit for degree completion. Transfer credit is monitored by the Associate Dean for Masters Programs.

Dual Degree Programs

Tuition will be charged at the host college rate. For example, students enrolled simultaneously in Theology courses and Penfield College courses will pay the Theology rate for their Theology courses and the Penfield College rate for their Counseling courses.

Degrees will be awarded only at the completion of all curriculum requirements for both degree programs.

Students who wish to withdraw from a dual degree program and complete only the Master of Divinity degree must formally close the dual degree program by submitting a letter to the appropriate School and the Registrar requesting withdrawal from the non-McAfee School of Theology degree program and closing their enrollment. Please be aware that there may be repercussions in terms if or how a student is able to complete the other degree at a future date. The student will need to consult with the appropriate department about this issue. The student must notify the McAfee School of Theology of their change in program, select a Track, and complete the catalog requirements under which they entered or the current catalog for the McAfee School of Theology.

Completion of Degree Requirements

A minimum career grade point average of 2.5 (C+) is required for graduation. A student in the Master of Arts in Christian Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. A student in the Master of Divinity degree program must complete all degree requirements within an eight-year period. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred. Students who are not enrolled for more than one academic year must re-apply for admission and are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.
Participation in Commencement Ceremonies

Participation in the graduation ceremony does not necessarily represent conferral of the degree. Degrees are awarded at the ends of terms in which all degree requirements are met. Students may participate in only one ceremony for each degree sought.

Students must meet all degree requirements (including the minimum graduation requirements for cumulative grade-point averages) in order to participate in the Commissioning Service and Commencement ceremony.

Programs of Study

Masters Degree Programs

The faculty of the McAfee School of Theology has designed Masters Programs that provide students with an integrated approach to theological studies. A minister must "know, be, and do"; that is, he or she must know the story of the faith, must live the story of the faith, and must have skills to perform certain functions as a minister of the faith. The courses offered in this program integrate the academic, the spiritual, and the practical at three levels.

First, students at the McAfee School of Theology have the benefit of the resources of the larger university and academic community of which they are a part. Some theology courses may also be available on-line and at the regional academic centers. They have access to the extensive library holdings of both the Atlanta and the Macon campuses, including full access to state-of-the-art computer systems. Students may also have opportunities to cross-register for courses at academic institutions through the Atlanta Regional Consortium for Higher Education (see "Special Programs") and through the Atlanta Theological Association, which includes the Candler School of Theology at Emory University, Columbia Theological Seminary, Erskine Theological Seminary, the Interdenominational Theological Center, and the Lutheran Theological Southern Seminary.

Second, the curriculum of the McAfee School of Theology is fully integrated around the concepts of "knowing," "being," and "doing." The curriculum provides every student with the essential knowledge for ministry by including courses in the classical disciplines of Old Testament, New Testament, preaching, evangelism, church history, theology, Hebrew, and Greek. It also provides every student with opportunities for personal spiritual formation and development, as well as practical experience, with a trained mentor, in her or his chosen field of ministry.

Third, each course at the McAfee School of Theology integrates other disciplines into its instruction. For example, students in the Old Testament course study not only the content of the Old Testament, but also biblical Hebrew, Old Testament theology, preaching and teaching from the Old Testament, the Old Testament throughout church history, and using the Old Testament in evangelism. Students in the preaching course will study cultural contexts of preaching; preaching as a priest, physician, teacher, and evangelist; pastoral and ethical issues of preaching; and preaching the forms of scripture, such as narrative, poetry, doctrine, and instruction.
Master of Divinity Curriculum Overview

Ninety (90) credit hours are required for completion of the Master of Divinity degree.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Choose One:</td>
<td>___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Baptist Heritage</td>
<td>THCH 510 or ___</td>
<td>3</td>
<td>_____</td>
</tr>
</tbody>
</table>

Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missional Theology</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Worship</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Leadership</td>
<td>3</td>
<td>_____</td>
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<tr>
<td>Capstone</td>
<td>3</td>
<td>_____</td>
</tr>
</tbody>
</table>

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

**Prescribed Electives in:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Old Testament</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>New Testament</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Church History</td>
<td>3</td>
<td>_____</td>
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<tr>
<td>Theology</td>
<td>3</td>
<td>_____</td>
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</tbody>
</table>

**Required Prescribed Elective Hours: 18**

**Pastoral Care Track and M.Div./M.S. Clinical Mental Health Counseling students must satisfy this requirement with CPE (a 6 hour pass/fail course where 3 of the 6 hours satisfy the Contextual Ministry component and the other 3 hours count as a Track elective). Global Christianity Track students must satisfy this requirement with a global placement. Urban Mission Track students must satisfy this requirement with an urban placement.**

**Free Electives: 9 hours**

<table>
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<tr>
<th>Course #</th>
<th>Term</th>
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<td>(2)</td>
<td></td>
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<td>(3)</td>
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</table>
Track Requirements: 15 hours
Note: Please refer to individual Track and/or Dual Degree Curriculum Templates for more information on specific requirements and electives.

Total Hours for Master of Divinity: 90

Master of Arts in Christian Ministry Curriculum Overview

The Master of Arts in Christian Ministry is a professional credential designed to prepare women and men for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting. Fifty-seven (57) credit hours are required for completion of the Master of Arts in Christian Ministry degree.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or __</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or __</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or __</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or __</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or __</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or __</td>
<td>3</td>
<td></td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or __</td>
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<td>Missional Theology</td>
<td>THGU 500</td>
<td>3</td>
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<tr>
<td>Pastoral Care</td>
<td>THPC 500</td>
<td>3</td>
<td></td>
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<tr>
<td>Worship</td>
<td>THWL 500</td>
<td>3</td>
<td></td>
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<tr>
<td>Leadership</td>
<td>THLD 500</td>
<td>3</td>
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</tbody>
</table>

Required Hours: 39

*Requires prior approval through submission of Advanced Placement Form.

Prescribed Electives in:

| Old Testament | THOT ____ 3 ______ |
| New Testament | THNT ____ 3 ______ |
| Church History | THCH ____ 3 ______ |
| Contextual Ministry | THLD 501 3 ______ |

Required Prescribed Elective Hours: 12

Free Electives: 6 hours

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<th>Course #</th>
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</table>

Total Hours for M.A.C.M: 57

Master of Divinity

Track/Dual Degree Options

Some students come to seminary very sure of their own vocational calling. Others explore options as they work through their courses. The curriculum of the McAfee School of Theology is structured to give students the foundational tools for ministry, whatever that ministry might ultimately be: pastoral ministry, campus ministry, counseling, academic teaching, Christian education, evangelism and mission, or church administration. Every student will select a track to follow within the Master of Divinity degree program.
M.Div. Academic Research Track

The Academic Research track seeks to develop the student's proficiency for theological research. Students with career goals that further academic studies in the fields of Biblical Studies, Historical-Theological Studies, or Pastoral Studies may follow this track to develop their research skills and focus on a particular field of study.

In order to remain in the Academic Research Track, a student must:

- Earn a GPA of 3.5 or higher after completing 24 hours of M.Div. studies.
- Prior to enrolling in THEO 700 "Research & Design" (typically the first semester of the student's second year):
  - Submit a current GRE score of 156 (550 old scale) verbal or higher and at least a 4 on the writing portion. Applicants whose native language is not English must, in addition to the minimum TOEFL requirement for admission to the Master of Divinity program, submit a minimum score of 5 on the TOEFL essay rating. These students are not required to submit a GRE score.
  - Enlist a Supervisory Professor and select a Thesis Problem.
- Prepare a Thesis Prospectus and submit a written thesis of approximately 15,000 words (60 pages). Students in the Academic Track may not graduate until an approved Thesis has been submitted to the Academic Track Advisor for delivery to the Provost's Office.

M.Div. Business Administration Track

The Business Administration track introduces students to economics, accounting, finance, and management. The Master of Divinity curriculum integrates the Business Administration courses within a local church setting through the Contextual Ministry program by placing students in church administrative ministries.

The Business Administration track requires that the student demonstrate completion of nine hours of Foundation Courses from the Stetson School of Business and Economics or the student demonstrates these course requirements have been met by examination or in undergraduate and graduate study by transcript evaluation.

The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Divinity track in Business Administration. In some cases, a current GMAT score may be required.

The prerequisite Foundation courses include: BAA 105 "Foundations of Macro and Microeconomics," BAA 510 "Foundations of Accounting and Finance," and BAM 530 "Business Statistics."

Students who are eligible for entrance into the track in Business Administration are then required to take the following four MBA core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance."

A student who has demonstrated prior completion of one or more of the MBA core courses listed above may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. The track in Business Administration requires a total of twelve core hours from the MBA program.

M.Div. Christian Ethics

The Ethics track offers students a variety of courses that address issues of social ethics and the quest for justice as an aspect of the reign of God. Courses are drawn from a variety of fields including Christian ethics, evangelism and missions, theology, ministry, and biblical studies. The goal of this track is to prepare students for work in settings
emphasizing analysis of and resistance to social evils as an aspect Christian witness and service in the world. Graduates of this track will be equipped to pursue a variety of callings including academic service in fields related to social ethics, church or parachurch social ministry efforts at various levels, and service in nongovernmental organizations.

**M.Div. Congregational Ministry**

Congregational Ministry equips students who feel called to traditional ministries in the local church context. Students will be introduced to a wide variety of courses that develop skills in the areas of leadership, administration, preaching, worship planning, teaching, and age level ministries. This track is designed for those persons interested in being a pastor, associate pastor, Christian educator, church administrator, children's minister, youth minister, or adult minister.

**M.Div. Global Christianity Track**

The Master of Divinity with a track in Global Christianity seeks to address several critical aspects of Christianity's "shift southward" in the twenty-first century. First, Christianity must be understood as a multi-cultural and global movement, an enduring theological tradition that finds new life in the lived realities of Africa, Asia, and Latin America. Second, the dramatic growth of world Christianity begs for analysis of the missionary dimension in all churches, as initiators rather than receptors of mission outreach. Third, growing churches are in need of theologically trained leaders, ranging from seminary professors, to grassroots leaders of indigenous churches. And finally, persons being educated to lead religious communities need to incorporate the understanding of these realities into their ministry and outreach.

**M.Div. Pastoral Care Track**

McAfee School of Theology offers a track in Pastoral Care. This track is designed to develop the student's skills, knowledge and self-awareness related to the ministries of pastoral care. Students whose vocational plans include pastoral care in a local church setting or chaplaincy (in hospitals, nursing homes, prisons, mental health facilities, and other agencies) would benefit from this track.

Through the Clinical Pastoral Education component, all students receive supervised experience and training as a pastoral care giver, as well as the opportunity to reflect upon their pastoral identity, concerns, and places with a competent and compassionate mentor. Students whose goals include professional certification in Chaplaincy may enter this track as preparation for their work toward certification with the Association for Clinical Pastoral Education or the Association for Professional Chaplains.

Students who wish to become certified as a Pastoral Counselor with the American Association for Pastoral Counseling may enter this track as preparation for their work toward certification. The track in Pastoral Care does not offer courses that prepare students for a state license as a counselor. Students who want to be both certified and licensed are advised to enroll in the joint degree in Master of Divinity and Master of Science in Community Counseling (see below).

**M.Div. Urban Mission Track**

The track in Urban Mission is designed for students committed to ministry in urban settings with special emphasis on understanding urban systems and developing collaborative ministry between churches and governmental and community agencies. Students whose vocation includes service in inner city churches or communities are encouraged to follow this track.
M.Div. Dual Degree Programs

Master of Divinity and Master of Business Administration

The dual M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of M.B.A. core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour M.B.A. degree. A full-time student could expect to finish the two degrees in four years of study.

Applicants must meet the admissions requirement for both McAfee School of Theology and Stetson School of Business and Economics. Applicants must submit current scores for the Graduate Management Admission Test (GMAT) and demonstrate completion of the Foundation Courses from the Stetson School of Business and Economics. Applicants may demonstrate foundational course completion by examination or in undergraduate and graduate study by transcript evaluation.

The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before she or he is eligible to enter the Master of Business Administration degree course work.

M.Div. students who are eligible for entrance into the M.B.A. degree are required to take the following four M.B.A. core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance" as the twelve (12) hours of M.B.A. core course work to be credited into their M.Div. degree.

If a student has demonstrated prior completion of one or more of the M.B.A. core courses listed above she or he may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the M.B.A. degree.

Master of Divinity and Master of Science in Clinical Mental Health Counseling

The dual M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministries of pastoral care and counseling. Both the M.Div. and M.S. programs hold the highest accreditation available in the United States. The most comprehensive Masters level program in faith oriented counseling, the M.Div. /M.S. in Clinical Mental Health Counseling prepares you for licensure as a professional counselor.

Clinical Mental Health Counseling is an applied profession that employs skills, instrumentation, and techniques to facilitate the progress of each person being served. The M.Div. degree accepts up to 12 hours from the M.S. degree, while the M.S. degree accepts up to 12 hours from the M.Div. degree. Completing the two degrees is a four to six year program of study. Applicants must meet the admissions requirements for both McAfee School of Theology and The Department of Counseling and Human Sciences in the Penfield College of Mercer University.

Penfield College Entrance Requirements include:

- Submission of two copies of the application for admission to the counseling program. Completion of an undergraduate degree from a regionally accredited college or university; an undergraduate cumulative GPA of 2.75 or greater;

- A target combined score of 800 on the GRE if taken before August 1, 2011. If taken after August 1, 2011, students must have a target score of 151 on the
Verbal reasoning section and 143 on the Quantitative Reasoning section of the exam. Students can also take the Miller's Analogy Test with a target score of 397.

- Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
- Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
- An interview with the Counseling Admissions Committee;
- A background check. Information for having this done may be obtained by calling 678-547-6411.
- A $35 nonrefundable application fee.

McAfee Entrance Requirements for the M.Div. in Pastoral Care and Counseling degree include:

- Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
- An admission interview with the Pastoral Care Department, or a person designated by the department. This interview may be conducted along with the Penfield College interview or separately;
- Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
- The admissions decision for this program will include an evaluation of the student’s potential, readiness, and appropriateness for this program.
- Continuing in the program is contingent upon the following:
  - Maintaining a 3.0 average in Counseling classes and a 2.5 average in M.Div. classes;
  - Submission of copies of both student and supervisor final evaluations for all CPE courses to the Pastoral Care Department;
  - The student giving all supervisors written permission to consult with the Pastoral Care Department regarding the student’s progress;
  - Making appropriate progress in developing the knowledge, skills, and character needed for the practice of pastoral counseling.

Note: The Master of Science in Clinical Mental Health degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Divinity degree requires a minimum of 90 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

Master of Divinity and Master of Science in Organizational Leadership, Concentration in Nonprofit

This concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include parachurch organizations, community organizations, neighborhood associations,
child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and the Penfield College of Mercer University.

Communities of Learning

Based upon a student’s choice of Track or Dual Degree, he/she will be placed in a Community of Learning to engage in vocational exploration and community building. Topics and activities vary, but may include academic advising, guest speakers, and fellowship meals. The Communities of Learning meet three times per semester.

McAfee School of Theology Change of Degree Program Policy

Moving from the Master of Divinity (M.Div.) to the Master of Arts in Christian Ministry (M.A.C.M.) degree or moving from the Master of Arts in Christian Ministry (M.A.C.M.) to the Master of Divinity (M.Div.) degree.

Students currently enrolled in the M.Div. program

These students can move to the M.A.C.M. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.A.C.M. degree program. Courses taken in the M.Div. degree program that will apply to the M.A.C.M. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students currently enrolled in the M.A.C.M. program

These students can move to the M.Div. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.Div. degree program. Courses taken in the M.A.C.M. degree program that will apply to the M.Div. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.
Students previously enrolled in the M.Div. program

Although previously enrolled in the M.Div. program, these students did not complete the degree. These students have been absent from Mercer for more than one semester, but are in good academic standing.

These students must apply for readmission by submitting an application to the M.A.C.M. degree program and a letter of intent to the Dean. If the student attended another institution in the interim, an official transcript must also accompany the application.

Students who seek readmission after 5 years must reapply through the Office of Admissions.

*Note: For completion of either the M.Div. or M.A.C.M degree there is a minimum residency requirement of three credit hours.

Doctor of Ministry Degree

The Doctor of Ministry degree is the highest professional degree offered by a theological school. The Doctor of Ministry degree presupposes the M.Div. degree and constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. Thus, it is the purpose of the D.Min. degree to provide the level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry. Specializations in Preaching and Christian Spirituality are also available through the D.Min. degree. Thirty-three hours are required for completion of the D.Min. degree.

The McAfee School of Theology’s program invites ministers, denominational leaders, and persons in a variety of ministries to join with colleagues in working for excellence in ministerial leadership within the local church by focusing on the spiritual life of the minister, the continual development of learning in the discipline of ministry, and the praxis of ministry in everyday situations.

The D.Min. degree at McAfee emphasizes collegial learning with professors and peers, intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, a three semester program of analysis of ministry competencies within a ministry setting with a ministry coach and faculty supervisor, and a final written project thesis with a focus on a particular aspect of ministry. The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ.

The focus of the program is to cultivate in students a theologically-informed praxis of ministry that manifests the unity and interrelatedness of theory and practice. All acts of ministry are seen in the light of an informed theological vision of the nature and mission of the church in the world, and in turn, the actual practice of ministry continually shapes and reforms that theological vision.

Course Descriptions: Doctor of Ministry Degree Program

Specializations in Justice and Peacemaking, Leadership and Ministry, Mission and Community Transformation, Pastoral Care/Chaplaincy, Scripture and the Life of the Church, and Theology/Christian Worship.

A. On-Campus Seminars (12 hours of credit; 6 hours of Seminar Preparation credit)

Students will attend three on-campus D.Min. seminars of three weeks’ duration each (two weeks on-campus and one week online). Each seminar will be a combination of core requirements including reading, reports on reading, written presentations integrating the seminar subject with one’s ministry, and additional
readings and assignments negotiated with each student. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one’s setting (sermons, verbatim, organizational analyses, contextual studies, etc). Students are required to register for two hours of Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation two months prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be completed on a schedule approved by the seminar faculty leaders.

Seminars may be completed in any sequence. Normally each student will complete one seminar each year of the three year program. The three seminars and their course descriptions are listed below. A common syllabus has been developed by the faculty for each seminar and will be available to the student in advance of registration for each unit of Seminar Preparation. Students will focus their readings and assignments for the seminars toward their areas of specialization.

**Biblical/Theological Foundations for Ministry**  
**Seminar Preparation DMIN 720**  
**Seminar DMIN 732 (Offered every 3 years)**

**Course Description:** This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

**Contextual Ministry and Culture Today**  
**Seminar Preparation DMIN 733**  
**Seminar DMIN 734 (Offered every 3 years)**

**Course Description:** This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.

**The Practice of Ministry**  
**Seminar Preparation DMIN 730**  
**Seminar DMIN 731 (Offered every 3 years)**

**Course Description:** This course will deepen the student’s understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student’s context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1)
self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

**B. Ministry Coaching (6 hours of credit, 2 hours for each four month unit)**

Most students will engage in a unit of Ministry Coaching as the first requirement of the program. This unit of study, reflection, and conversation with one’s Ministry Coach will identify the student’s sense of calling, important factors in one’s current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential project thesis. The written work of the unit of Ministry Coaching will be available to the Faculty Supervisor as a part of the faculty member’s agreement to provide Faculty Supervision.

Ministry coaching is at the center of the design of D.Min. program for the integration of theory and praxis, classroom and church, research, and ministry. Three units of Ministry Coaching will be completed as follows:

- **Ministry Coaching I: Passion for My Calling. DMIN 740 (Offered every semester)**
  
  **Course Description:** Readings/reflections/conversations around the issues of identity, spirituality, and fit in present ministry. Completed prior to selection of a faculty supervisor.

- **Ministry Coaching II: Evaluating My Ministry. DMIN 741 (Offered every semester)**
  
  **Course Description:** Readings/reports/conversations focusing on current ministry setting, specific areas of change, and potential project directions. Negotiated with coach/faculty supervisor.

- **Ministry Coaching III: Projecting New Initiatives in Ministry. DMIN 742 (Offered every semester)**
  
  **Course Description:** Foundational readings for biblical/theological/historical/ministry/research literature for project thesis. Negotiated with coach/faculty supervisor.

**C. Project Thesis Workshops (2 hours credit, 1 hour per workshop)**

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student’s capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student’s abilities as a leader and minister.

- **Project Thesis Workshop I. DMIN 750 (Offered every Fall semester)**

- **Project Thesis Workshop II. DMIN 751 (Offered every Spring semester)**

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and Ministry Coaching I are prerequisite to enrollment in the workshops. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be
performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school. Completion of the IRB approval or IRB Exemption approval is required for the completion of Project Thesis Workshop I. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II. If both seminars are completed together, both expectations must be met within the timeframe of the course.

D. The D.Min. Project Thesis (6 hours of credit, 2 hours per unit)
If the Project Thesis Proposal is approved by the D.Min. committee, the student may begin work on the Project Thesis, under faculty leadership. If the proposal is not approved, it will be returned to the student’s Faculty Supervisor who will ask the student to correct any problems and to re-submit the proposal to the committee for review. Failure to receive approval of the proposal the second time will result in the student being required to re-take the final project thesis workshop. If, for any reason, the student fails to achieve approval after re-taking the final project thesis workshop and resubmitting the proposal, the student will be asked to withdraw from the program.

Project Thesis Writing I. DMIN 755 (Offered every semester)
Once the Project Thesis Proposal is approved, the student will begin writing with supervision from the Faculty Supervisor who approved the proposal. Submission of all materials requesting IRB approval from the university should be sought before actual writing begins. One may enroll for Project Thesis Writing and a Ministry Coaching unit at the same time, but may not enroll for a seminar preparation course while enrolled for Project Thesis Writing.

Project Thesis Writing II. DMIN 756 (Offered every semester)
Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Ministry Coach for review.

Project Thesis Writing III. DMIN 757 (Offered every semester)
The student should enroll for this course of supervision during a timeframe when the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than February 1 of the year in which the student plans to graduate in May.

E. Oral Examination (1 hour of credit). DMIN 758 (Offered every Fall & Spring semesters)
An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Ministry Coach, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program.

F. Changes in Doctor of Ministry Requirements
Requirements of the program are effective for each student at the point of first admission. The faculty reserves the right to change any requirements, but will work
with students individually to accommodate any hardships created by program changes.

**Course Descriptions: Doctor of Ministry Degree Program, Specialization in Preaching**

The Doctor of Ministry degree with a specialization in preaching is designed for pastors who are committed to enhancing their ministries with a demanding program of academic study and preaching practice. The D.Min. degree with a preaching specialization at McAfee emphasizes collegial learning with professors and peers. It expects intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, including a three-unit program of readings on preaching and presentation of sermons within one's ministry setting with a Preaching Consultant and Faculty Supervisor. Each student will complete a ministry project thesis with a focus on significant research on preaching.

The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ. The student will be assigned a Preaching Consultant in consultation with the chosen Faculty Supervisor from the preaching faculty: Dr. Peter Rhea Jones or Dr. Brett Younger.

The focus of this program is to prepare pastors to preach more effectively for leadership of significant pulpits and potentially to teach in the Ministry Studies programs of colleges and seminaries willing to employ a Doctor of Ministry graduate with specialized preaching skills.

**A. On-Campus Seminars (12 hours of credit; 6 hours of Seminar Preparation credit)**

Students will attend three on-campus D.Min. seminars of three weeks’ duration each (two weeks on-campus and one week online). Each seminar will be a combination of core requirements including reading, reports on reading, written presentations integrating the seminar subject with one’s ministry, and additional readings and assignments negotiated with each student. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one’s setting (sermons, verbatim, organizational analyses, contextual studies, etc). Students are required to register for two hours of Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation two months prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be completed on a schedule approved by the seminar faculty leaders.

Seminars may be completed in any sequence. Normally each student will complete one seminar each year of the three year program. The three seminars and their course descriptions are listed below. A common syllabus has been developed by the faculty for each seminar and will be available to the student in advance of registration for each unit of Seminar Preparation. Students will focus their readings and assignments for the seminars toward their area of specialization in preaching.

**Biblical/Theological Foundations for Ministry**

**Seminar Preparation DMIN 720**

**Seminar DMIN 732 (Offered every 3 years)**

**Course Description:** This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological...
thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

**Contextual Ministry and Culture Today**  
**Seminar Preparation DMIN 733**  
**Seminar DMIN 734 (Offered every 3 years)**

**Course Description:** This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.

**The Practice of Ministry**  
**Seminar Preparation DMIN 730**  
**Seminar DMIN 731 (Offered every 3 years)**

**Course Description:** This course will deepen the student’s understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student’s context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

**B. Preaching Specialization (6 hours of credit, 2 hours for each four month unit)**

Most students will engage in a unit of Preaching Specialization as the first requirement of the program. This unit of study, reflection, and conversation with one’s Preaching Consultant will identify the student's sense of calling to the preaching ministry, important factors in one's current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential project thesis. Three units of Preaching Specialization will be completed as follows:

**Preaching Specialization I: The Literature of Preaching. DMIN 632 (Offered every semester)**

**Course Description:** Readings/reflections/conversations around assigned bibliography in rhetoric, classical understandings of preaching, and the philosophy of the student for preaching in his/her present ministry.

**Preaching Specialization II: The Practice of Preaching. DMIN 633 (Offered every semester)**

**Course Description:** Presentation of sermonic materials from one’s current ministry setting, with specific areas of improvement identified in dialogue with a Preaching Consultant and Faculty Supervisor.
Preaching Specialization III: Projecting Research in Preaching. DMIN 634  
(Offered every semester)

Course Description: Foundational research in the design of a preaching Project Thesis that will develop biblical/theological/historical/ministry/research literature for project thesis. Negotiated with Preaching Consultant and Faculty supervisor.

C. Project Thesis Workshops (2 hours credit, 1 hour per workshop)  
The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student’s capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student’s abilities as a leader and minister.

Project Thesis Workshop I. DMIN 750 (Offered every Fall semester)

Project Thesis Workshop II. DMIN 751 (Offered every Spring semester)

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and Preaching Specialization I are prerequisites to enrollment in the workshops. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school will be reviewed. Completion of the IRB approval or IRB Exemption approval is required for the completion of Project Thesis Workshop I. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II. If both workshops are completed together, both expectations must be met within the time frame of the course.

D. The D.Min. Project Thesis (6 hours of credit, 2 hours per unit)  
If the Project Thesis Proposal is approved by the D.Min. committee, the student may begin work on the Project Thesis, under faculty leadership. If the proposal is not approved, it will be returned to the student’s Faculty Supervisor who will ask the student to correct any problems and to re-submit the proposal to the committee for review. Failure to receive approval of the proposal the second time will result in the student being required to re-take the final project thesis workshop. If, for any reason, the student fails to achieve approval after re-taking the final project thesis workshop and resubmitting the proposal, the student will be asked to withdraw from the program.

Project Thesis Writing I. DMIN 755 (Offered every semester)

Once the Project Thesis Proposal is approved, the student will begin writing with supervision from the Faculty Supervisor who approved the proposal. Submission of all materials requesting IRB approval from the university should be sought before actual writing begins. One may enroll for Project Thesis Writing and a Preaching Specialization unit at the same time, but may not enroll a for seminar preparation course while enrolled for Project Thesis Writing.
Project Thesis Writing II. DMIN 756 (Offered every semester)

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Preaching Consultant for review.

Project Thesis Writing III. DMIN 757 (Offered every semester)

The student should enroll for this course of supervision during a time frame the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than February 1 of the year in which the student plans to graduate in May.

E. Oral Examination (1 hour of credit). DMIN 758 (Offered every Fall & Spring semesters)

An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Preaching Consultant, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program.

F. Changes in Doctor of Ministry Requirements

Requirements of the program are effective for each student at the point of first admission. The faculty reserves the right to change any requirements, but will work with students individually to accommodate any hardships created by program changes.

Course Descriptions: Doctor of Ministry Degree Program, Specialization in Christian Spirituality

The Doctor of Ministry degree with a specialization in Christian spirituality is designed for ministers who are committed to enhancing their work with a demanding program of academic study and practices to nurture the spiritual life. The D.Min. degree with a specialization in Christian Spirituality at McAfee emphasizes collegial learning with professors and peers. It expects intense study in subjects related to spirituality designed and taught specifically for Doctor of Ministry students. The program includes participation in spiritual practices including one 5-day retreat, spirituality intensive, 24-hour individual retreats each quarter, and individual spiritual guidance at least monthly. Each student will complete a ministry project thesis with a focus on nurturing the spirituality of persons within the context of ministry. Students will receive supervision in facilitating spiritual growth in a project, chosen from one of the following areas: spiritual direction with individuals or groups, spiritual formation in a congregational or institutional setting, coaching others for spiritual growth, or spiritual care within the context of one’s ministry. Students may choose another area with permission from the Spirituality Faculty.

The McAfee Doctor of Ministry degree challenges a person in ministry to seek his or her best in response to God’s calling in Jesus Christ. Students will be given a list of retreat experiences from which to choose for their 5-day retreat. In addition, each student will choose a Spiritual Director from a list provided by the Christian Spirituality Faculty Supervisors: Dr. Loyd Allen and Dr. Denise Massey.

The focus of this program is to prepare ministers to model the spiritual life, to nurture the spiritual growth of individuals and communities, and potentially to teach
in the Ministry Studies programs of colleges and seminaries willing to employ a Doctor of Ministry graduate with a specialization in Christian Spirituality.

A. On-Campus Seminars (12 hours of seminar credit; 4 hours of Seminar Preparation credit)

Students will attend three on-campus D.Min. Seminars of 3 weeks’ duration each (two weeks on-campus and one week online). One seminar will be selected from the general offerings in the D.Min. program and two seminars will be intensive studies in Christian Spirituality. They may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements including reading, reports on reading, written presentations integrating the seminar subject with one’s ministry, and additional readings and assignments negotiated with each student. A variety of assignments may be expected in the Spirituality Specialization including case studies of spiritual guidance, research papers on a topic related to Christian spirituality, or examples of ministry from one’s setting (retreats, verbatim accounts of spiritual care, reports on group spiritual guidance, etc.). All work for the seminar will be completed on a schedule approved by the seminar faculty leaders. Each student in the Spirituality Specialization will choose one of the three following seminars in the program. The semester preceding the seminar will be a semester of intensive reading for seminar preparation. Students will focus their readings and assignments for the seminars in the area of Christian Spirituality.

Biblical/Theological Foundations for Ministry
Seminar Preparation DMIN 720 (2 hours of credit)
Seminar DMIN 732 (4 hours of credit) (Offered every 3 years)

Course Description: This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

Contextual Ministry and Culture Today
Seminar Preparation DMIN 733 (2 hours of credit)
Seminar DMIN 734 (4 hours of credit) (Offered every 3 years)

Course Description: This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.
The Practice of Ministry
Seminar Preparation DMIN 730 (2 hours of credit)
Seminar DMIN 731 (4 hours of credit) (Offered every 3 years)

Course Description: This course will deepen the student’s understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student’s context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

Each of the following seminars will be completed by students in the Spirituality Specialization.

Coaching Individuals, Groups, and Congregations Toward Spiritual Growth
Seminar Preparation DMIN 702 (1 hour of credit)
Seminar DMIN 703 (4 hours of credit) (Offered every other year)

This seminar focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one’s own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization.

Spiritual Practices in the Life of the Church
Seminar Preparation DMIN 704 (1 hour of credit)
Seminar DMIN 705 (4 hours of credit) (Offered every other year)

This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love.

B. Spiritual Practice (8 hours of credit) (Offered every semester)

Students are required to register for one hour of Spiritual Practice each semester (Fall, Spring, and Summer of the first two years; Fall and Spring of the final year.) The spiritual practice for the semester prior to the first seminar will be attending a 5-day major retreat. The costs of this retreat shall be the responsibility of the student in addition to the tuition for the program. Thereafter, spiritual practice will include
receiving spiritual direction once a month, taking a 24-hour individual retreat once a quarter, and readings assigned by the Christian spirituality faculty. In the third year of the program students will also receive at least monthly supervision of their ministries of spiritual guidance for their project thesis. Non-faculty spiritual guidance mentors from a list provided by the Spirituality Faculty will provide this supervision. The school will compensate each Spiritual Director for the monthly supervision in the amount of $200 for each unit of spiritual guidance. Any costs in excess of this amount will be the responsibility of the student.

**DMIN 721 (1 hour of credit). Unit 1:** Students will engage in a unit of Spiritual Practice as the first requirement of the program. This unit of guided spiritual practice will consist of participating in a 5-day retreat from a list supplied by the Spirituality Faculty. This retreat will provide the student with an experiential basis for the initial seminar in Christian Spirituality.

**DMIN 722 to 726 (1 hour of credit each unit).** Units 2-6 will occur between the next three seminars and will build upon the materials taught in the seminars. In each of these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. Students will also be assigned readings each unit, and will prepare written reports on these readings.

**DMIN 727 to 728 (1 hour of credit each unit).** Units 7-8 will occur in the final year of the program while the student is writing the project thesis. In these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. The student’s ministry of nurturing spirituality as part of the thesis project will be supervised at least monthly by a professional in spiritual guidance approved by the Spirituality Faculty during these two units.

**C. Project Thesis Workshops (2 hours credit, 1 hour per workshop)**

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student’s capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student’s abilities as a spiritual guide.

**Project Thesis Workshop I.** **DMIN 750 (Offered every Fall semester)**

**Project Thesis Workshop II.** **DMIN 751 (Offered every Spring semester)**

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and Spiritual Practices I are prerequisites to enrollment in the project thesis workshops. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed; foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school. Completion of the IRB approval or IRB Exemption approval is required for the completion of Project Thesis Workshop I. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required.
for the completion of Project Thesis Workshop II. If both workshops are completed together, both expectations must be met within the time frame of the course.

D. The D.Min. Project Thesis (6 hours of credit, 2 hours per unit)
If the Project Thesis Proposal is approved by the D.Min. committee, the student may begin work on the Project Thesis, under faculty leadership. If the proposal is not approved, it will be returned to the student’s Faculty Supervisor who will ask the student to correct any problems and to re-submit the proposal to the committee for review. Failure to receive approval of the proposal the second time will result in the student being required to re-take the final project thesis workshop. If, for any reason, the student fails to achieve approval after re-taking the final project thesis workshop and resubmitting the proposal, the student will be asked to withdraw from the program.

Project Thesis Writing I. DMIN 755 (Offered every semester)
Once the Project Thesis Proposal is approved, the student will begin writing with supervision from the Faculty Supervisor who approved the proposal. Submission of all materials requesting IRB approval from the university should be sought before actual writing begins. One may enroll for Project Thesis Writing and a Spiritual Practices unit at the same time.

Project Thesis Writing II. DMIN 756 (Offered every semester)
Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Spiritual Guidance Supervisor for review.

Project Thesis Writing III. DMIN 757 (Offered every semester)
The student should enroll for this course of supervision during a time frame in which the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than February 1 of the year in which the student plans to graduate in May.

E. Oral Examination (1 hour of credit). DMIN 758 (Offered every Fall & Spring semesters)
An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Spiritual Guidance Supervisor, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program.

F. Changes in Doctor of Ministry Requirements
Requirements of the program are effective for each student at the point of first admission. The faculty reserves the right to change any requirements, but will work with students individually to accommodate any hardships created by program changes.

Time Commitment
Ministers considering the D.Min. program at McAfee should be prepared to spend a minimum of three years in pursuit of the degree. Completion of the program is normally three and one-half years, unless a leave of absence for specified reasons is granted. Once the program is begun, students are expected to register each semester for a
M.DIV. AND M.A.C.M COURSE DESCRIPTIONS

THBL 500. Introduction to Biblical Languages  (3 hours)
Prerequisite(s): None
This course serves as an introduction to biblical Hebrew and Greek. Students will learn the structures of the languages, a basic vocabulary, and how to access and use various tools for future use in studying biblical passages. (Offered occasionally)

THBL 501. Hebrew Exegesis I  (3 hours)
Prerequisite(s): None
This course introduces the study of biblical Hebrew for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar, and will concentrate on building and using tools in the study of biblical Hebrew. Students will also encounter a variety of exegetical methods. (Offered every year)

THBL 502. Hebrew Exegesis II  (3 hours)
Prerequisite(s): OTH 603, THBL 501, or advanced placement/permission of instructor
This course is a continuation of Hebrew Exegesis I. Students will complete their study of basic biblical Hebrew grammar and begin reading selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. Students will complete a major exegetical project incorporating their learning of exegetical method with their newly acquired translation skills. (Offered every year)

THBL 511. New Testament Greek I  (3 hours)
Prerequisite(s): None
This course introduces the study of New Testament Greek for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar. (Offered every year)

THBL 512. New Testament Greek II  (3 hours)
Prerequisite(s): NTG 613, THBL 511, or advanced placement/permission of instructor
A continuation of New Testament Greek I, this course will also require select readings from the Greek New Testament and exegetical papers on assigned texts. (Offered every year)

THBL 700. Biblical Aramaic & Syriac  (3 hours)
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
In this course, students will read and study the Aramaic portions of the Old Testament found in the books of Daniel and Ezra and the Syriac translation of the book of Mark. The goal of the course is that students understand the basic structure and vocabulary of biblical Aramaic and Syriac, that they be able to deal with and reflect on the Aramaic and Syriac texts in both personal faith and public ministry, and that they develop tools and methods for continuing to study this portion of Scripture. (Offered occasionally)

THBL 701. The Literature of Ugarit  (3 hours)
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
This is an introductory course to the Literature of Ugarit. The goal of the course is that students will: understand the basic structure and vocabulary of Ugaritic; study the content of a number of the epic poems of Ugarit; examine how the Ugaritic texts contribute to our understanding of the God of the Old Testament; and develop tools for
continuing study of this important aspect of Old Testament studies. (Offered occasionally)

**THBL 702. Northwest Semitic Texts**  (3 hours)
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
In this course, students will read and study texts written in various dialects of Northwest Semitic, including, among others, The Mesha Inscription, the Karatepe Inscription, the Tell Dan Inscription, the DeirAlla Text, and the Siloam Tunnel Inscription. The goal of the course is that students develop an understanding of the Northwest Semitic language group and that they gain greater insight into the biblical text through their studies of texts from surrounding "contemporary" cultures. (Offered occasionally)

**THBL 800. Special Topics:**  (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies

**Advanced Hebrew Reading & Grammar: Subtitle**
May be repeated with different subtopics
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom. (Offered occasionally)

**Advanced Hebrew Exegesis of the Old Testament: Subtitle**
May be repeated with different subtopics
Prerequisite(s): OTH 806 and OTH 604; or THBL 502 and THOT 500; or advanced placement/permission of instructor
Cross-listed as: THOT 601
This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THBL designation will be expected to incorporate Hebrew translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

**Advanced Greek Exegesis of the New Testament: Subtitle**
May be repeated with different subtopics
Prerequisite(s): NTG 803, THBL 512, or advanced placement/permission of instructor
This is an advanced exegetical seminar in a particular book or set of texts from the New Testament. Students should expect to incorporate Greek translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

**THCE 500. Faith Development**  (3 hours)
Prerequisite(s): None
This course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs through the life-stages of individuals, families, and communities. Practical issues of how
Christian education can be structured and developed in the local church will also be addressed. (Offered every year)

**THCE 601. Ministry with Children**  
(3 hours)  
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor  
This course will take the theories of faith development and apply them to practical ministries for children in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of children. (Offered occasionally)

**THCE 602. Ministry with Youth**  
(3 hours)  
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor  
This course will take the theories of faith development and apply them to practical ministries for youth in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of youth. (Offered occasionally)

**THCE 603. Ministry with Adults**  
(3 hours)  
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor  
This course will take the theories of faith development and apply them to practical ministries for adults in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of adults. (Offered occasionally)

**THCE 605. Church Pedagogy & Curriculum Development**  
(3 hours)  
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor  
This course will introduce students to the notion that sound teaching methodology and challenging content are both integral to the mission and ministry of Christian Education in the local church. Therefore, students will practice and evaluate various models of teaching and they will learn the basics of good curriculum development. (Offered occasionally)

**THCE 606. Theological Approaches to Christian Education**  
(3 hours)  
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor  
This course will attempt to integrate and probe the conversation between the disciplines of education and theology about the processes by which Christian faith is embodied, communicated and re-formed within the church and culture. It will address, from the perspective of Christian education, some of the crucial theological issues central to the educational task. (Offered occasionally)

**THCE 607. Women: Believing, Worshiping, & Ministering**  
(3 hours)  
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor  
This course will focus on women in the church and how a feminine perspective shapes and influences theology, worship and ministerial roles. Special attention will be given to issues that affect women ministers both spiritually and vocationally. (Offered occasionally)

**THCE 702. Ministry of Writing**  
(3 hours)  
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor  
Cross-listed as: THPR 702  
Effective ministry is enhanced by effective writing. This course is directed at developing students’ understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of
writing. In the manner of a Christian writing workshop, students will compose, share, and
discuss a variety of forms of writing in service to the church. (Offered occasionally)

THCE 703. Pastoral Care with Children (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 703
Theological understandings of the aging process will be integrated with insights about
children. This deeper understanding of the needs of children will inform the theory and
practice of pastoral care with children. (Offered occasionally)

THCE 704. Pastoral Care with Youth (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 704
Theological understandings of the aging process will be integrated with insights about
youth. This deeper understanding of the needs of adolescents will inform the theory and
practice of pastoral care with youth. (Offered occasionally)

THCE 705. Pastoral Care with Men (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 705
This course explores the specific needs of men from the perspectives of the social
sciences, the theological disciplines, and the literature of pastoral care. An integrated
understanding of the needs and experiences of men will undergird specific guidance
offered for pastoral care with men. (Offered occasionally)

THCE 706. Pastoral Care with Women (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 706
This course explores the specific needs of women from the perspectives of the social
sciences, the theological disciplines, and the literature of pastoral care. An integrated
understanding of the needs and experiences of women will undergird specific guidance
offered for pastoral care with women. (Offered occasionally)

THCE 707. Pastoral Care with Senior Adults (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 707
Theological understandings of the aging process will be integrated with insights about
senior adults from gerontology. This deeper understanding of the needs of older
persons will inform the theory and practice of pastoral care with senior adults. (Offered
occasionally)

THCE 708. Sexuality & Ministry (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 708
This course seeks to help students develop a positive understanding of human sexuality
in light of their own religious faith and spirituality. Attention will be given to the students’
own attitudes toward sexuality and how those may function to promote or hinder
adequate fulfillment of ministerial responsibilities. (Offered occasionally)
THCE 709. Church Administration (3 hours)
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
Cross-listed as: THLD 709
This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed. (Offered occasionally)

THCE 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

THCE 801. Supervised Teaching Ministry (3 hours)
Prerequisite(s): Permission of instructor
This course will provide faculty supervision for students who are teaching a single course in a pre-approved academic (non-ecclesial) capacity. Faculty supervisors will consult regarding syllabus construction, provide coaching for students throughout the course, and evaluate student pedagogy. Students must secure the teaching placement, solicit a faculty supervisor, and gain approval of the master's degree program committee prior to registration. (Offered occasionally)

THCH 500. Foundations in Church History (3 hours)
Prerequisite(s): None
This course is a survey of the story of the Christian church from its inception to the present, including themes of theological/intellectual, spiritual, and institutional development. (Offered every year)

THCH 510. Baptist Heritage (3 hours)
Prerequisite(s): None
This course is a study of Baptist origins, development, principles, leaders, and current trends, with an emphasis on Baptists in the United States. The seventh of the ten founding principles of the McAfee School of Theology begins: “The School should hold steadfastly to the high and defining traditions of Baptists.” This course is designed to better equip students to appreciate and/or embody this invaluable and endangered living Christian tradition. (Offered every year)

THCH 601. History of American Christianity (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
This course is a survey of the history of Christianity in the United States from the colonial period to the present in order to introduce the broad range of religious, political, and social movements that have shaped American Christianity and been shaped by it. (Offered occasionally)

THCH 602. The Reformation (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
This course is a study of the Lutheran, Reformed, Anglican, Radical, and Roman Catholic phase of the sixteenth-century Reformation. It provides understanding of the medieval roots of the Reformation, the basic distinctives and contributions of the major traditions that arose in the era, and the common denominators of the religious culture shared by Protestants and Roman Catholics alike in this period of Western Christianity. (Offered occasionally)
THCH 700. History of the Bible (3 hours)
Prerequisite(s): SPF 701, THEO 500, THEO 501, or advanced placement/permission of instructor
Cross-listed as: THNT 700 and THOT 700
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THCH 701. Classics of Christian Devotion (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THSP 701
This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

THCH 703. Celtic Christianity (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THSP 703
This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

THCH 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THEO 501. Introduction to Theological Thinking & Writing (3 hours)
Required 1st semester
Prerequisite(s): None
This course is a primer for theological education. Students will explore theological and interpretive diversity, develop critical thinking skills, and cultivate professionalism in communicating theological thought through writing and speech. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load. (Offered every semester)

THEO 700. Research & Design (2 hours)
Prerequisite(s): Admission to Academic Research Track or permission of instructor
This course is a requirement for all Academic Research Track students. The course will introduce students to the task of identifying an original research problem, establishing a research methodology, setting limits to one’s research and building a bibliography. The course seeks to work with the student in conjunction with his or her academic supervisor in order to present a completed Thesis prospectus by the conclusion of the term. (Offered every Fall semester)
**THEO 701. Thesis Writing I** (2 hours)  
Prerequisite(s): THE 901 or THEO 700  
The first semester of required thesis writing for Academic Research track students. (Offered every Fall semester)

**THEO 702. Thesis Writing II** (2 hours)  
Prerequisite(s): THEO 701  
The second semester of required thesis writing for Academic Research track students. (Offered every Fall semester)

**THEO 800. Special Topics:** (1-3 hours)  
May be repeated with different subtopics  
Prerequisite(s): Varies (Offered occasionally)

**THEO 900. Capstone** (3 hours)  
Prerequisite(s): Taken in student's final year of coursework.  
The Capstone course is taken in a student's last year. The objective of the course is to help students to integrate the various facets of the Master of Divinity curriculum in preparation for graduation and entry into a full-time ministry position. To that end, it involves students in critical reflection on issues in ministry from biblical, historical, theological, and pastoral perspectives. (Offered every year)

**THET 500. Ethics** (3 hours)  
Prerequisite(s): None  
This course is an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church's internal moral life, and the Christian moral witness in society. (Offered every year)

**THET 600. History of Christian Ethics** (3 hours)  
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor  
This course provides an overview of major thinkers and themes in the history of Christian moral thought. (Offered occasionally)

**THET 601. Ministerial Ethics** (3 hours)  
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor  
This course is a study of the ethical challenges and responsibilities of Christian clergy. (Offered occasionally)

**THET 602. Christian Ethics and War** (3 hours)  
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor  
This course provides an overview of the major issues and themes that have emerged over two millennia of Christians wrestling with the challenge of war. (Offered occasionally)

**THET 603. Faith and Politics** (3 hours)  
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor  
This course provides an examination of the wide diversity of Christian approaches to politics and public life historically and today. (Offered occasionally)

**THET 604. Christian Formation for Racial Reconciliation** (3 hours)  
Cross-listed as: THSP 604.  
Prerequisite(s): THSP 501, application, and permission of instructor
This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students. (Offered occasionally)

THET 605. Ethics, Law, & Public Policy  (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course will explore social-ethical issues arising at the intersection of law, Christian ethics, and public policy. The key purpose of the course is to offer an interdisciplinary engagement with major social issues as these are contested in courts of law and public opinion, and not least, in the church itself. Taught as a joint Law/Theology course, the class aims to enhance learning through the intellectual encounter between Law and Theology/Ethics and the personal encounter between law students, ministry students, and faculty from both fields. (Offered occasionally)

THET 606. African American Traditions in Theological Ethics  (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
From early Christian experiences related to the Ethiopian Orthodoxy and Coptic traditions to the spirituals, African American music, art and literature, and the Black Church, this course helps students reflect on the multilayered and multi-dimensional breadth of the African and African American Christian experience. It explores the ways in which the African American Christian experience contributes to broader understandings of Christian ethics for the global Church. (Offered occasionally)

THET 607. Theology & Praxis of Martin Luther King, Jr.  (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
The purpose of this course is to explore the theological, ethical, and practical dimensions of Martin Luther King Jr.’s life and work, as one of the most influential leaders of the Twentieth Century. Through a critical review of key texts, primary sources, documentaries, recordings, and other sources from the Civil Rights Movement, the course introduces students to major theological and ethical themes of King’s work, on the backdrop of historical events that shaped the movement. (Offered occasionally)

THET 608. The Ethics of Reconciliation  (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
The intent of this course is to help students reflect on the many ways in which Christians, historically and in a contemporary context, have engaged the challenges of difference and otherness, attending to ethical concerns related to racism, patriarchy, sexism, imperialism, colonialism and religious intolerance. At the same time, the course exposes students to movements that promote larger visions of peace, tolerance, and reconciliation (such as the anti-Apartheid struggle in South Africa and Christian pacifism in the twentieth century). The course also explores themes related to forgiveness, reconciliation, memory, and storytelling as well. (Offered occasionally)

THET 609. The Life and Thought of Howard Thurman  (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
Howard Thurman, as a seminal figure in shaping the African American religious experience and the larger Christian narrative, has made an indelible impact on Christian practices and larger society. This course introduces students to Thurman’s life, thought,
spirituality, and the ways in which his corpus of work helped informed theological and ethical discourse in the twentieth century. (Offered occasionally)

**THET 611. The Sermon on the Mount**  
(3 hours)  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
Cross-listed as: THNT 611  
The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain. (Offered occasionally)

**THET 634. The Book of the Twelve**  
(3 hours)  
Cross-listed as: THOT 634.  
Prerequisite(s): THOT 500 or advanced placement/permission of instructor  
This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet.

**THET 700. Bioethics**  
(3 hours)  
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor  
The purpose of this course is to help prepare students for contemporary ministry by training them to analyze and address issues in the arena of healthcare from a Christian perspective. The course aims to enable ministers to equip those they serve in understanding their moral responsibility in decisions about the delivery and receiving of healthcare, and the impact of personal and social decisions in healthcare on the broader society. This course focuses on the bioethical issues that most commonly arise for pastors, chaplains, and other caregivers in the US and other technologically advanced societies. (Offered occasionally)

**THET 701. Roman Catholic Ethics**  
(3 hours)  
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor  
This course is an introduction to historic and contemporary Catholic moral theology and scriptural teaching. (Offered occasionally)

**THET 702. Social Justice & the Old Testament**  
(3 hours)  
Prerequisite(s): OTH 604 and ETH 641; or THOT 500 and THET 500, or advanced placement/permission of instructor  
Cross-listed as: THOT 702  
This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

**THET 704. Preaching & Ethics**  
(3 hours)  
Prerequisite(s): ETH 641 and PRC 651; or THET 500 and THPR 500; or advanced placement/permission of instructor  
Cross-listed as: THPR 704  
This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American
Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry. (Offered occasionally)

THET 706. Ethics of Human Dignity
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course offers an intensive engagement with diverse theological and moral thinkers, most of whom have in common a passion for the analysis, recognition, and advance of human dignity. The presupposition of the course is that human dignity—the equal, immeasurable, and inviolable worth of each and every human being, and the just and dignified treatment which appropriately follows—ought to be viewed as a central human and Christian moral norm (knowing) and ought to shape the personal, ecclesial, and social character (being) and behavior (doing) of all followers of Jesus Christ. (Offered occasionally)

THET 707. Christian Sexual Ethics
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
Through most of the Christian tradition, the churches have taught that the only morally legitimate context for sexual expression is in lifetime, monogamous, heterosexual marriage. This tradition always had its dissenters and nonconformists, but has come under especially intense theological, ethical, and cultural challenge over the past fifty years. This course examines both historic Christian traditions related to sexual ethics and alternative contemporary perspectives, against the backdrop of dramatic social changes. The course will explore both western and Global South contexts and perspectives. (Offered occasionally)

THET 708. Theology After the Holocaust
Prerequisite(s): ETH 641 or THET 500; and THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor
Cross-listed as: THTP 708
This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews”—the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

THET 709. Dietrich Bonhoeffer
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
A reading-intensive seminar course examining the life and writings of Dietrich Bonhoeffer (1906-1945), the German theologian-ethicist whose resistance to the Nazi regime cost him his life. Biographical material will be considered in tandem with the evolution of Bonhoeffer’s thinking and writing. Essays and books from each stage of his brief career will be considered. (Offered occasionally)

THET 710. Theology and Economics
Prerequisite(s): ETH 641 or THET 500; and THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor
Cross-listed as: THTP 710
This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the
functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

**THET 711. The Teachings of Jesus** (3 hours)
Prerequisite(s): ETH 641 or THET 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor
Cross-listed as: THNT 711
This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

**THET 712. The Kingdom of God** (3 hours)
Prerequisite(s): ETH 641 or THET 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor
Cross-listed as: THNT 712
This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications. (Offered occasionally)

**THET 713. Forgiveness and Reconciliation** (3 hours)
Prerequisite(s): ETH 641 or THET 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 713
This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

**THET 714. Political Theology** (3 hours)
Prerequisite(s): ETH 641 or THET 500; THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor
Cross-listed as: THTP 714
The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah's return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined. (Offered occasionally)

**THET 800. Special Topics:** (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies

**Thinkers and Movements in Christian Ethics: Subtitle**
May be repeated with different subtopics
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides a focused examination of an especially significant thinker and/or movement in Christian ethics. Rotating subjects. (Offered occasionally)

**Intensive Issue Seminar: Subtitle**
May be repeated with different subtopics
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides a focused examination of one especially important and complex contemporary moral issue. Rotating Subjects. (Offered occasionally)

**THGU 500. Missional Theology** (3 hours)
Prerequisite(s): None
This course explores the biblical, historical, and missiological foundations of God's mission in the world with some attention to the implications of these foundations for a variety of ministry contexts. (Offered every year)

**THGU 600. Introduction to World Religions** (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course introduces the student to the diverse historical, philosophical, and spiritual foundations from which several major religions have developed. The course will consist of a survey of selected religions and include an examination of the impact these religions have made on the world. Basic principles of Hinduism, Buddhism, Islam, Chinese Religion, Shintoism, Judaism, Christianity, and alternative paths will be examined in the context of social, cultural, geographic, political, and economic conditions in which they developed. (Offered occasionally)

**THGU 601. Church Planting** (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the current missiological conversations related to starting new churches, including such issues as postmodernism, ecclesiology and the missional church. Readings will explore specific contexts such as urban mission and ministry as well as practical questions of administration and polity that provide infrastructure for new church starts. (Offered occasionally)

**THGU 602. Peace, Justice, & Reconciliation** (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the philosophical roots of justice, peacemaking, and reconciliation as foundational building blocks in an emerging mission theology. Mission as pro-active advocacy among oppressed peoples is traced throughout various movements such as liberation theology, civil rights, and human struggles for justice. Issues of human dignity are explored as components within the gospel and viewed as essential for the church's missional calling. Globalism's impact on the struggle for a new mission theology will be highlighted in the study. As a result of the course, students will understand the historical developments that led missiologists to consider the need for a new mission theology built upon justice, peace, and reconciliation, and will encourage students to engage these issues in the local church's approach to the world. (Offered occasionally)

**THGU 603. Judaism: History, Thought, & Practice** (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
Judaism reflects the story of a complex amalgam of a particular people seeking God and of God reaching out to that people. That four thousand year old drama is still playing out among Jewish communities here in Atlanta, in Jerusalem, Cape Town, Moscow, London,
Paris, Berlin, Buenos Aires, Singapore, Mumbai and just about anywhere one’s finger could land on a spinning globe. This course attempts to provide a historical, theological, and practical introduction to Judaism and the Jewish community. (Offered occasionally)

THGU 604. Islam: History, Thought, & Practice (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course attempts to provide a historical, theological, and practical introduction to Islam and the Islamic community. (Offered occasionally)

THGU 605. Judaism, Christianity, & Islam: A Global Perspective (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course examines the origins of Judaism, Christianity and Islam, and explores the historic tensions that have existed between the three traditions. Particular attention is given to the modern era in order to help students understand the global and missiological contexts in which the religions interact today. The course gives attention to the sacred texts of each tradition and includes site visits to places of worship. (Offered occasionally)

THGU 606. Asian Religions (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the religions of Asia, including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism with particular attention to the interaction between religion and culture in the Asian context and missiological implications for the Christian faith. Students will read the sacred texts of each tradition, meet adherents of the various religions, and make site visits to places of worship in the Atlanta area. (Offered occasionally)

THGU 607. Understanding Urban Mission (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course will introduce historical, sociological, and theological understandings of the city and explore various approaches to the mission of the church in the urban context. (Offered occasionally)

THGU 608. The City & The Church (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
A reading and discussion colloquium examining issues related to urban ministry with attention to the processes of urbanization, the impact of global urbanization on the church and strategies for congregational effectiveness in the urban context with focus on metropolitan Atlanta. (Offered occasionally)

THGU 609. Faces of Jesus: A Global Perspective (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course will examine ways in which Jesus is perceived through the lens of many of the world’s religious traditions with an emphasis upon such perceptions from the context of the two-thirds world. Particular focus will be given to the ways in which Jesus has been depicted in art and film. (Offered occasionally)

THGU 610. Mission of God in the 21st Century (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course assesses the church’s role in the mission of God in the twenty-first century through the lens of previous historical shifts in the church’s understanding of this mission, cultural realities that have shaped Christian mission, emerging missiological perspectives, and the shaping influence of churches in the eastern and southern hemispheres. Mission leaders from around the world will be conversation partners to assist students in understanding the twenty-first century context. (Offered occasionally)
THGU 611. Mercer on Mission: Subtitle  (6 hours)
May be repeated with different subtopics. Requires application and travel overseas.
Prerequisite(s): Application and permission of instructor
The mission immersion experience provides a cross-cultural ministry opportunity for students that occurs either in an international context or within the United States, but that must be outside the student's own cultural context. Students will experience various cultures, worldviews and lifestyles with the purpose of providing clarity and direction to their own ministry calling and with the intention of significant missiological reflection upon their experience. (Offered occasionally)

THGU 612. Mission Methodology & Practice  (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course will introduce students to emerging concepts in mission methodology and practice in areas of cross-cultural living and communication, sustainability, assets-based community development, and faith-sharing. This course will include visits to sites in the Atlanta metropolitan area. (Offered occasionally)

THGU 800. Special Topics:  (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THLD 500. Leadership  (3 hours)
Prerequisite(s): None
An examination of the processes of leading as a minister. The language of leadership as a static noun is shifted to the more dynamic quality of leading as a verbal reality. The focus of the course is on the elements that distinguish congregations and ministry organizations as organic organizations that involve multiple elements of being, knowing, and doing for relating to laity and staff to fulfill the mission of God in the world. (Offered every year)

THLD 501. Contextual Ministry  (3 hours)
Prerequisite(s): Minimum of 45 completed hours or advanced placement/permission of instructor
This course allows students to work in ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry. (Offered every year)

THLD 600. Leadership in the Black Church  (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor
This course serves as a broad introduction into leadership in the Black Church. The course focuses extensively on the theoretical, ideological and practical implications of leadership opportunities and challenges present within the Black Church. It also delves into several specialized and contextual topics in black church dynamics, including socio-economic structures, political influences, management of financial resources, gender roles, black family life, and the relevancy of the Black Church in the life of the community and its people. Leadership will be developed through the engagement of multiple elements of being, knowing, and doing in order to fulfill the mission of God in the world. (Offered occasionally)

THLD 601. How to be an Effective Pastor  (3 hours)
Prerequisite(s): None
This course will help students to define, discern, and articulate the role of the pastor; increase their love for the pastorate; strengthen their faith in the church as a valid setting
in which to perform effective ministries for Christ; and prepare to do well in pastoral ministry, including how to survive first and then thrive. (Offered occasionally)

**THLD 602. Change & Conflict** (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor
This course will be an examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent. (Offered occasionally)

**THLD 603. Leadership & Biography** (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission
Students in this Leadership elective will read biographies of religious leaders and other leaders with an eye for the principles and practices of leadership that led to their significant contributions. The course is designed to teach skills for reading biography that will make life stories an ongoing resource for personal leadership development. (Offered occasionally)

**THLD 701. The Art, Science, & Spirituality of Leadership** (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission
This course provides an overview of both secular and theological literature on leadership. The purpose of the course is to help students discover and develop their preferred model, style, and practice of leadership in Christian ministry. (Offered occasionally)

**THLD 702. Developing Leaders in the Congregation** (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor
This course is about discovering, developing, and nurturing lay and clergy leaders for the local congregation. Special attention will be given to leadership development through mentoring, teaching, and example. (Offered occasionally)

**THLD 703. Baptist Leaders in the 20th Century** (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission
This course will combine lectures with reading and research to learn about and learn from strategic Baptist leaders in the 20th century. It will also explore lesser-known Baptist leaders in an effort to heighten understanding of effective leadership for today. (Offered occasionally)

**THLD 704. Leadership & Spiritual Formation** (3 hours)
Prerequisite(s): THLD 500 and THSP 501
Cross-listed as: THSP 704
This course will examine the truths and practices of Christian Spirituality that are essential for good leadership. The focus of the course will be on the spiritual formation necessary at various stages and levels of leadership. Attention will also be given to biblical, ancient, modern, and postmodern understandings of spiritual practices that have informed various leaders throughout the centuries. (Offered occasionally)

**THLD 709. Church Administration** (3 hours)
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
Cross-listed as: THCE 709
This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed. (Offered occasionally)
THLD 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THNT 500. Foundations in New Testament (3 hours)
Prerequisite(s): None
This course is an introduction to modern biblical studies. The course will focus on the study of Jesus and the gospels and Paul and the early church, as well as pursuing leading themes in the New Testament. (Offered every year)

THNT 602. Gospel of Matthew (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
The goals of this course are to lead you to understand the life setting of the Gospel of Matthew; appreciate its literary design and subtleties of meaning; recognize the contribution of this Gospel to the theology of the early church; be able to interpret passages from Matthew, with a keen sensitivity to Matthean themes and theology; relate the Gospel to contemporary ethical, social, and religious issues; and cultivate an appreciation for Matthew as a source of spiritual nurturance and direction. (Offered occasionally)

THNT 603. The Gospel of Mark (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic Gospels. This course examines the composition of Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship and the power of the gospel story in worship and preaching. (Offered occasionally)

THNT 604. The Gospel of Luke (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the Gospel of Luke as an apologetic presentation of the ministry and significance of Jesus Christ, its literary and theological features, and the message of Luke for contemporary Christians. (Offered occasionally)

THNT 605. The Gospel of John (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels; and it has had a formative impact on our understanding of Jesus and on the church’s Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John’s leading interpreters. (Offered occasionally)

THNT 606. The Passion & Resurrection Narratives (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is a study of the passion and resurrection narratives in the gospels. (Offered occasionally)

THNT 607. Contemporary Studies of Jesus (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course surveys the history of scholarship on Jesus from David Friedrich Strauss to the present, with particular emphasis on the methodology, resulting portraits, and theological significance of the work of the leading contributors to contemporary studies of the historical Jesus. (Offered occasionally)

**THNT 608. The Parables of Jesus** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is a critical analysis of the body of the parabolic literature in the synoptics, interacting with the most recent scholarship, including the Jesus Seminar. Using a triangular model, attention will be given to the historical, theological and literary dimensions, with particular emphasis upon the latter. The primary focus will fall upon the text as performative act in the ministry of Jesus, but with eventual interest in the practical hermeneutical implications for the life of the church and the world. (Offered occasionally)

**THNT 609. The Miracles of Jesus** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will examine the miracles of Jesus with a particular focus on the healing narratives, inclusive of the exorcisms in both the Synoptics and John. It will raise scientific and critical issues, place the miracle tradition in historical context, involve the students in careful exegesis of the texts, and pay some thoughtful attention to contemporary relevance. (Offered occasionally)

**THNT 610. I & II Peter, James, & Jude** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will examine these first century Christian writings by asking questions about genre, date, authorship, and SitzimLeben, as well as their respective theological and literary features, and to what degree they might be interrelated. Students will become conversant with the major theological and literary issues surrounding each of the works, formulate their own informed opinions, and write at least two academic papers. (Offered occasionally)

**THNT 611. The Sermon on the Mount** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THET 611
The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain. (Offered occasionally)

**THNT 612. The Johannine Tradition** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is a study of the Gospel and three letters of John. (Offered occasionally)

**THNT 613. The Book of Acts** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the book of Acts as an example of Greco-Roman historiography and as the companion volume to the Gospel of Luke which concentrates on the ministry of the Apostles and apostolic figures in the expansion of the Christian
movement. Possible lessons for the contemporary church shall also be examined. (Offered occasionally)

**THNT 614. Paul**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
This course will examine key theological and ethics issues in the New Testament writings attributed to the Apostle Paul. It will also examine the interpretation of Paul in one or more Christian thinkers (e.g., Augustine, Luther, Wesley, Barth, Tillich) through an examination of two or more of their sermons. (Offered occasionally)

**THNT 615. The Book of Romans**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
This course is an examination of the meaning and message of the book of Romans within its cultural context and its role in contemporary discussions. (Offered occasionally)

**THT 616. The Corinthian Correspondence**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
This course is an examination of the history and development of 1 & 2 Corinthians. (Offered occasionally)

**TNT 617. The Book of Galatians**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
This course is an examination of the meaning and message of the book of Galatians within its cultural context, its place in the Pauline corpus, and its role in contemporary discussions. (Offered occasionally)

**THNT 618. The Thessalonian Correspondence**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
This course is an examination of the relationship between 1 & 2 Thessalonians. (Offered occasionally)

**THNT 619. The Pastoral Epistles: 1 & 2 Timothy and Titus**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
A study of the content and purpose of the Pastoral Epistles. (Offered occasionally)

**THNT 620. The Captivity Letters: Colossians, Ephesians, Philippians, & Philemon**  
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor  
This course is a study of the literary, rhetorical and theological relationships among these four books. (Offered occasionally)

**THNT 700. History of the Bible**  
Prerequisite(s): SPF 701, THEO 500, THEO 501, or advanced placement/permission of instructor.  
Cross-listed as: THCH 700 and THOT 700  
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-
European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

**THNT 701. The Bible & Popular Culture** (3 hour)
Prerequisite(s): OTH 604 and NTG 611; or THOT 500 and THNT 500; or advanced placement/permission of instructor
Cross-listed as: THOT 701
This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

**THNT 702. Studies in non-Pauline Christianity** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will study select topics in 1& 2 Peter, James, Jude, and/or John’s Apocalypse. (Offered occasionally)

**THNT 703. The Apocalypse of John** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
A study of the social setting and purpose of the Apocalypse. (Offered occasionally)

**THNT 704. Second Temple Judaism** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will provide a socio-historical overview of Judaism from the sixth century BCE to the second century CE. (Offered occasionally)

**THNT 705. Apocalyptic Literature** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THOT 705
This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

**THNT 706. Colloquium** (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an advanced seminar on the New Testament. (Offered occasionally)

**THNT 707. Preaching the Gospel of Matthew** (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 707
This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)
THNT 708. Preaching the Gospel of Mark  (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 708
This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 709. Preaching the Gospel of Luke  (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 709
This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 710. Preaching the Gospel of John  (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 710
This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 711. The Teachings of Jesus  (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THET 711
This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

THNT 712. The Kingdom of God  (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THET 712
This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications. (Offered occasionally)

THNT 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies

Advanced English Exegesis of the New Testament: Subtitle
May be repeated with different subtopics
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an advanced study of a given New Testament book or major theme. (Offered occasionally)

THOT 500. Foundations in Old Testament  (3 hours)
Prerequisite(s): None

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This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form, history of interpretation, and use in the Christian church. (Offered every year)

**THOT 601. Ancient Israelite Religion from a Post-Colonial Perspective**  (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor
This course will survey various theories on the development and nature of Israelite religion within its ancient Near Eastern context. Participants will explore topics such as sacred space, ritual, sacrifice, worship, ethics, and the rise of monotheism from within a polytheistic culture. In particular, students will explore the manner in which colonial forces impact and shape the development of Israelite theology. (Offered occasionally)

**THOT 602. Interpreting Ecclesiastes**  (3 hours)
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
Students in this course will encounter theological, philosophical, and ethical concepts in the book of Ecclesiastes. The course will address classical exegetical approaches to the composition, date, and meaning of the text in its original context. Students will also examine themes from the book's reception history in art, music, literature, and popular culture. (Offered occasionally)

**THOT 603. Feminist Interpretations of the Book of Psalms**  (3 hours)
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
In this class, students will explore feminine images of God in the Psalter and the ways in which the book addresses issues that are particularly important to those who read the biblical text from a feminist perspective. (Offered occasionally)

**THOT 634. The Book of the Twelve**  (3 hours)
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet. (Offered occasionally)

**THOT 651. The Book of Psalms**  (3 hours)
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This course will examine the overall structure and message of the book of Psalms, its individual components, and its interpretation by and influence on the people of God throughout the millennia. Students will: critically study the shape and story of the macro and micro components of the Psalter; integrate the words of the Psalter into their own striving for contact with the "Ultimate Source" of all life; and discover ways in which they might be able to help others appropriate the words of the Psalter in their own quests for communicating with God. (Offered occasionally)

**THOT 660. Teaching from the Wisdom Literature**  (3 hours)
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Proverbs, Job, Ecclesiastes, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians. (Offered occasionally)
THOT 700. History of the Bible (3 hours)
Prerequisite(s): OTH 604, THEO 500, THEO 501, or advanced placement/permission of instructor
Cross-listed as: THCH 700 and THNT 700
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THOT 701. The Bible & Popular Culture (3 hours)
Prerequisite(s): OTH 604, THOT 500, and THNT 500 or advanced placement/permission of instructor
Cross-listed as: THNT 701
This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

THOT 702. Social Justice & the Old Testament (3 hours)
Prerequisite(s): OTH 604, THOT 500 and THET 500 or advanced placement/permission of instructor
Cross-listed as: THET 702
This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors "behind" the Old Testament texts and contemporary societal issues "before" the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

THOT 703. Preaching the Old Testament (3 hours)
Prerequisite(s): OTH 604 or THOT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 703
This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THOT 704. The Theology of Exile (3 hours)
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This course explores the theological and ethical responses to the destruction of Jerusalem and the Babylonian exile in the Old Testament, particularly in the books of Jeremiah, Lamentations, Ezekiel, and Second Isaiah. Students will encounter traditional exegetical issues as well as newer interpretive strategies. The topics discussed will include the presence and absence of God, the implications of a retribution theology of the exile, the portrayal of women in exilic literature, ethics after exile, oracles against foreign nations, the tradition of lament, and the vision for the establishment of a new community and religious identity after exile. (Offered occasionally)
THOT 705. Apocalyptic Literature  
(3 hours)
Prerequisite(s): OTH 604 or THOT 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor
Cross-listed as THNT 705
This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

THOT 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies

Advanced English Exegesis of the Old Testament: Subtitle
May be repeated with different subtopics
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THOT designation will engage the texts using various English translations, though they are encouraged to use the Hebrew when able. Students may repeat the course with different subtopics. (Offered occasionally)

THPC 500. Pastoral Care  
(3 hours)
Prerequisite(s): None
This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister’s life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student’s compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development. (Offered every year)

THPC 601. Clinical Pastoral Education Unit 1  
(6 hours)
Prerequisite(s): Acceptance into ACPE approved program
This course gives six hours credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. (Offered every semester)

THPC 602. Clinical Pastoral Education Unit 2  
(6 hours)
Prerequisite(s): Acceptance into ACPE approved program
This course gives six hours credit for students accepted into and completing satisfactorily a second off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. will be done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Students may receive course credit for a maximum of two courses (12 hours) of CPE. (Offered every semester)

THPC 603. Emotional Competence in Ministry  
(3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course introduces students to the literature and practices of emotional intelligence as a resource for pastoral ministry. Students will assess this material from pastoral theological perspectives and integrate these resources into their practice of ministry. Students will develop a beginning level of competence in the core areas of emotional intelligence: emotional self-awareness, management of one’s own emotions, awareness of the emotions of others, and appropriate responses to other people’s emotions. Students will explore the use of these skills in pastoral ministry. (Offered occasionally)

**THPC 604. Professional Development in Pastoral Counseling**  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will address the student’s professional development in the field of pastoral care and counseling. Students will gain knowledge of and appreciation for the processes of certification, licensing, continuing education, and ongoing pastoral theological reflection and integration. Students will also learn about a variety of pastoral care and counseling ministries. Students will explore which ministries are best suited to their gifts, interests, and callings. Students will reflect carefully upon their own sense of vocation in pastoral care and counseling. (Offered occasionally)

**THPC 605. The Theory & Practice of Pastoral Counseling**  (3 hours)
Prerequisite(s): PAC 671 or THPC 500, COUN 602 and COUN 612, and min. 75 hrs; or advanced placement/permission of instructor
This course will introduce students to the ministry of pastoral counseling. It will explore pastoral counseling from a perspective that integrates theory and practice. Psychological and theological approaches to pastoral counseling will be introduced and integrated. In addition, the life and work of the pastoral counselor will be addressed. Students will gain knowledge of and appreciation for pastoral counseling. (Offered occasionally)

**THPC 606. Addiction & Grace**  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will enable students to understand the physical, mental, emotional, spiritual, social, and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons. (Offered occasionally)

**THPC 607. Dreams as a Resource for Pastoral Care**  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THSP 607
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

**THPC 608. The Coaching Minister**  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will introduce students to the knowledge, skills, and personal attributes needed for the practice of coaching within a ministry context. Students will explore theological, theoretical, spiritual, and practical aspects of ministry coaching. Learners will observe, critique, and practice a process that guides persons to move toward their goals for change. (Offered occasionally)

**THPC 609. Pastoral Care Regarding Grief & Loss**  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Grief and loss will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care in situations of grief and loss. (Offered occasionally)

**THPC 610. Pastoral Care During Death & Dying**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
Death and dying will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care with persons who are dying and their families before and after the death. (Offered occasionally)

**THPC 611. Pastoral Theology of Love**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
This course will use a pastoral theological methodology to study the experience of love. Disciplines from the theological disciplines and the social sciences will be employed to understand love in human experience and in ministry. (Offered occasionally)

**THPC 612. Pastoral Care & the African American Family**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African Americans. Students will review foundational and emerging texts in the theology and practice of African American pastoral care, while paying attention to sociocultural forces that shape the social, economic, and psychological well-being of African American families and communities. Students will be introduced to practical theological applications for providing care and counseling within African American communities. (Offered occasionally)

**THPC 613. Marriage: Theory & Practice**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
This course introduces the theory and practice of pre-marital and marital counseling, focusing upon systems, trans-generational, and life-cycle perspectives. Special attention is given to the factors that contribute to relational health and disorder as well as practical resources for marriage education and couples counseling in local congregations. (Offered occasionally)

**THPC 701. Preaching & Pastoral Care**  
(3 hours)  
Prerequisite(s): PAC 671 or THPC 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor  
Cross-listed as: THPR 701  
This course is intended to deepen the preacher’s understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God’s grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics. (Offered occasionally)

**THPC 702. Spirituality & Pastoral Care**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
Cross-listed as: THSP 702  
This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul. (Offered occasionally)
THPC 703. Pastoral Care with Children  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 703
Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children. (Offered occasionally)

THPC 704. Pastoral Care with Youth  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 704
Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth. (Offered occasionally)

THPC 705. Pastoral Care with Men  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 705
This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men. (Offered occasionally)

THPC 706. Pastoral Care with Women  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 706
This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women. (Offered occasionally)

THPC 707. Pastoral Care with Senior Adults  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 707
Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults. (Offered occasionally)

THPC 708. Sexuality & Ministry  (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 708
This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students’ own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities. (Offered occasionally)

THPC 709. Psychology of Religious Experience  (3 hours)
Prerequisite(s): PAC 671, THPC 500; or advanced placement/permission of instructor
Cross-listed as: THSP 709
This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care. (Offered occasionally)

**THPC 710. Coaching for Spiritual Growth**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
Cross-listed as: THSP 710  
This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

**THPC 711. Spiritual Guidance in Ministry**  
(3 hours)  
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor  
Cross-listed as: THSP 711  
Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

**THPC 713. Forgiveness and Reconciliation**  
(3 hours)  
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor  
Cross-listed as: THET 713  
This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

**THPC 800. Special Topics: Subtitle**  
(1-3 hours)  
May be repeated with different subtopics  
Prerequisite(s): Varies (Offered occasionally)

**THPR 500. Preaching**  
(3 hours)  
Prerequisite(s): None  
This course introduces the principles and disciplines of effective preaching. It offers the tools for the fresh, ongoing interpretation of scripture into the lives of listeners. Students will study cultural and congregational factors in the preaching event, methods for interpreting texts, the process of sermon development, and the practical issues of oral communication. (Offered every year)

**THPR 600. The Practice of Preaching**  
(3 hours)  
Prerequisite(s): PRC 651, THPR 500, or advanced placement/permission of instructor  
Designed for all students whose vocation will include preaching, this course will expand the student’s comprehension of the preaching task, and will give particular focus to the development and application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response. (Offered occasionally)

**THPR 601. Preaching & Film**  
(3 hours)  
Prerequisite(s): PRC 651, THPR 500, or advanced placement/permission of instructor  
This course introduces and analyzes the connections between contemporary films and preaching. Students will examine the relationships of faith and culture, films and culture,
films and homiletical thought, and films and the preaching event. Films will be viewed and interpreted in terms of these relationships. Students will preach sermons based on the intersection of particular films and particular texts. (Offered occasionally)

**THPR 701. Preaching & Pastoral Care** (3 hours)
Prerequisite(s): PAC 671 or THPC 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPC 701
This course is intended to deepen the preacher’s understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God’s grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics. (Offered occasionally)

**THPR 702. Ministry of Writing** (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
Cross-listed as: THCE 702
Effective ministry is enhanced by effective writing. This course is directed at developing students’ understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church. (Offered occasionally)

**THPR 703. Preaching the Old Testament** (3 hours)
Prerequisite(s): OTH 604 or THOT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THOT 703
This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

**THPR 704. Preaching & Ethics** (3 hours)
Prerequisite(s): ETH 641 or THET 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THET 704
This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry. (Offered occasionally)

**THPR 705. Preaching as a Spiritual Discipline** (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THSP 705
This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship. (Offered occasionally)
THPR 707. Preaching the Gospel of Matthew (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 707
This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 708. Preaching the Gospel of Mark (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 708
This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 709. Preaching the Gospel of Luke (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 709
This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 710. Preaching the Gospel of John (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 710
This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THSP 501. Spiritual Formation (3 hours)
Required 1st semester
Prerequisite(s): None
This course emphasizes learning to ask the right questions in order to integrate personal, academic, and professional foundations around a center of spiritual maturity. Discussion of these issues will be pursued in a context of community in a small group. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load. (Offered every semester)

THSP 601. Spiritual Disciplines for Christian Spiritual Formation (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course is an introduction to classical Christian spiritual disciplines from historical, experiential, and ministry perspectives with a view to enrichment of personal and vocational spiritual formation. (Offered occasionally)

**THSP 602. Christian Pilgrimage** (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course will explore the Christian pilgrimage as a model for understanding and practicing Christian spiritual formation. It will include various approaches to pilgrimage, including literary, historical, theological, and sociological perspectives. (Offered occasionally)

**THSP 603. Writing as a Spiritual Discipline** (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course is directed at developing the student's understanding of writing as a way of growing in their faith and understanding. The focus is on writing as a means of spiritual formation. Students will compose, share, and discuss prayers, journals, essays, and responses to other spiritual disciplines. (Offered occasionally)

**THSP 604. Christian Formation for Racial Reconciliation** (3 hours)
Prerequisite(s): THSP 501, application, and permission of instructor
Cross-listed as: THET604.
This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students.

**THSP 607. Dreams as a Resource for Pastoral Care** (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THPC 607
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

**THSP 701. Classics of Christian Devotion** (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THCH 701
This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality, and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

**THSP 702. Spirituality & Pastoral Care** (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
THSP 703. Celtic Christianity (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THCH 703
This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

THSP 704. Leadership & Spiritual Formation (3 hours)
Prerequisite(s): THLD 500 and THSP 501
Cross-listed as: THLD 704
This course will examine the truths and practices of Christian Spirituality that are essential for good leadership. The focus of the course will be on the spiritual formation necessary at various stages and levels of leadership. Attention will also be given to biblical, ancient, modern, and postmodern understandings of spiritual practices that have informed various leaders throughout the centuries. (Offered occasionally)

THSP 705. Preaching as a Spiritual Discipline (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 705
This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship. (Offered occasionally)

THSP 709. Psychology of Religious Experience (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 709
This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care. (Offered occasionally)

THSP 710. Coaching for Spiritual Growth (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 710
This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

THSP 711. Spiritual Guidance in Ministry (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 711
Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

**THSP 800. Special Topics: Subtitle**
(1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

**THTP 500. Foundations in Theology**
(3 hours)
Prerequisite(s): None
This course surveys briefly the history of Western theological thought and notes developing world movements in the modern period and then focuses upon the nature, sources, and scope of systematic theology identifying the major theologians, issues, and terminology associated with the central Christian doctrines that have shaped the community of faith. The course will survey the basic components of Christian doctrine and the task of Christian theology. (Offered every year)

**THTP 601. Christian Theology & Culture**
(3 hours)
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor
This course examines the dynamic interaction of faith in life, seeking to develop the student's competence in identifying descriptions of "Culture" and Christianity that respectfully appreciate and critically evaluate the particular worldview in his or her place of ministry. The students are encouraged to use Christian theology as a skill to be applied in a local community context through biblical interpretation, pastoral counseling, preaching, and teaching. (Offered occasionally)

**THTP 602. Suffering and Evil**
(3 hours)
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor
This course examines the philosophical and theological challenges of the problem of evil and suffering for the Judeo-Christian tradition. Various historical theological responses are evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest theodicy and evolutionary models. The student is encouraged to construct his or her own theological response. (Offered occasionally)

**THTP 603. Atonement & Reconciliation**
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course examines the human predicament of alienation from God, from oneself and from others. The primary metaphors of the Christian tradition "sin and bondage of the will" are examined through a survey of biblical theology and the Western Christian tradition. The course emphasizes the need for a culturally relevant Christian understanding of atonement and reconciliation in light of the life, ministry and death of Jesus Christ. (Offered occasionally)

**THTP 604. Models of God**
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
Models of God are central to the identity of any culture, nation, tribe, and family or self. This course asks a series of questions related to this assumption. What is the psychological and sociological basis for our search and need for the sacred? How does the religious tradition of Israel identify its understandings of God? How is the human search for the sacred formulated in a distinctively Christian understanding of God? What are the necessary components of a Christian understanding of God? This class attempts to identify the pivotal turning points in history of the Western Christian understanding of God. (Offered occasionally)
THTP 605. Religious Language  
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
The Religious Language course examines the nature, status, and reference of religious metaphor and language. In order to address these issues the course must briefly identify a history of semantic theory and its relationship to religious communities. The course will introduce key personalities, terminology and ways of creating composite metaphors and image schemes for use in worship, prayer and devotional settings. (Offered occasionally)

THTP 606. Theology & Science  
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course provides an introduction to the religious view of “the Self” and its interface with contemporary science. Religion as a cultural activity is linked with the creation and maintenance of certain kinds of self-conceptions. Religion transforms biological human identity into a supernatural related self through the use of symbols. Science is called upon to describe the “what am I” question or biological identity while religious language and theology focus on the “who am I” question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks, “How should I act” within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself. (Offered occasionally)

THTP 607. Christology  
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course surveys the nature and person of Jesus Christ as recorded in the canonical Gospels and the epistles of the New Testament noting the developing discussion in the post-biblical councils and contemporary reformulations. Primary considerations include the relationship of Jesus’ nature and person with the nature and person of God. The course concludes with an examination of contemporary Christological debates and their impact on the church. (Offered occasionally)

THTP 608. Ecclesiology  
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course examines the purpose, nature and mission of the Church. Ecclesiology deals with the church's origin, its relationship to the life, ministry and teaching of Jesus; its role in salvation, its discipline, its destiny, and its leadership. The course will seek to address the various models and manifestations of the church in a variety of global and historical contexts. The course concludes with creative reflection on how might the church reconfigure itself for the future. (Offered occasionally)

THTP 609. Eschatology  
(3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course surveys the branch of Christian theology devoted to the study of “Last Things.” The major issues and events in Christian eschatology are death and the afterlife, Heaven and Hell, the Parousia (Second Coming of Jesus), the Resurrection of the Dead, the Rapture, the Tribulation, the end of the world, the Last Judgment, and the New Heaven and New Earth of the World to Come. This course examines how Christian views of history and the end-times have influenced Western and Global Christianity in the fields of politics, religious movements, and literature. (Offered occasionally)

THTP 610. Faith & Atheisms  
(3 hours)
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor
This course examines the growing cultural interest in the multi-dimensional claims of Atheism and asks how the community-of-those-committed-to-Christ reads this cultural
event and responds appropriately. The course surveys the atheist critiques of religion in order to analyze observations about the sometimes disreputable functions of religious practice and belief. While the current attention tends to focus on “atheisms of science” by authors like Daniel Dennett, Richard Dawkins, and Christopher Hitchens, this course will also examine historical figures such as Freud, Marx, Nietzsche and that of Thomas Altizer, Richard Rubenstein and Slavoj Zizek respectfully. (Offered occasionally)

**THTP 708. Theology After the Holocaust**  
(3 hours)  
Prerequisite(s): THP 632, or THTP 500; or advanced placement/permission of instructor  
Cross-listed as: THET 708  
This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews”—the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

**THTP 709. Theology and Ethnography**  
(3 hours)  
Prerequisite(s): THP 631, THP 632, THTP 500, or advanced placement/permission of instructor  
This course assumes that Theology without concrete access to how believers live can be empty. The language of theology requires that which is not always explicitly theological language (behavior, will, perception, images, time, space, sight, sound, and the gesturing body) in order for language about God to be relevant; theology needs detailed study of these phenomena in actual communities. Ethnographic research is a fruitful means by which this manner of embedded theological interpretation makes this interface possible. The course teaches ethnographic interviewing as a process for reflection on embedded theology in a local context. (Offered occasionally)

**THTP 710. Theology & Economics**  
(3 hours)  
Prerequisite(s): THP 631, THP 632, THTP 500, or advanced placement/permission of instructor  
Cross-listed as: THET 710  
This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman, and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

**THTP 714. Political Theology**  
(3 hours)  
Prerequisite(s): THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor  
Cross-listed as: THET 714  
The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a
New Jerusalem that would hasten the Messiah’s return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined. (Offered occasionally)

**THTP 800. Special Topics: Subtitle**  
(1-3 hours)  
May be repeated with different subtopics.  
Prerequisite(s): Varies  
Guided Readings: Subtitle  
May be repeated with different subtopics  
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor  
The readings in this course are designed for the advanced student in Theology and Philosophy of Religion. An in depth, close reading of writers who have shaped Christian theological discourse will be the focus of the course. Examples include the writings of Karl Barth, Paul Tillich, Ludwig Wittgenstein, G.W.F. Hegel, Meister Eckhart, Augustine of Hippo, Thomas Aquinas, John Calvin, Martin Luther, JurgenMoltmann, and Johann Baptist Metz. The Guided Readings course is sometimes organized around topics and issues such as: Political theology, Liberation theology, Feminist theology, Post-colonial theology, and Contextual theology. The primary task of this seminar is critical reading and analysis of the material covered with the expectation that each seminar participant will actively participate in the discussion. (Offered occasionally)

**THWL 500. Worship**  
(3 hours)  
Prerequisite(s): None  
This course will introduce students to the history, theology, and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. Students will also learn practical worship skills for quality worship leadership. (Offered every year)

**THWL 600. Worship & the Arts**  
(3 hours)  
Prerequisite(s): PRC 652, THWL 500, or advanced placement/permission  
This course will be an advanced worship elective. Students will focus on the relationship between worship and the arts through readings on theological aesthetics; lectures by professional and amateur artists; experiential encounters with various artistic media; and attendance at a film event, a musical performance, and a visual art exhibit. Students will incorporate their insights on worship and art in the planning and leadership of chapel each week at McAfee. (Offered occasionally)

**THWL 601. Worship in the African American Church**  
(3 hours)  
Prerequisite(s): PRC 652, THWL 500, or advanced placement/permission  
This course will introduce students to the history, theology and practice of worship in the African American church. Students will learn to think theologically about the character, the content, and the form of worship. Students will also learn practical worship skills for quality worship leadership. (Offered occasionally)

**THWL 800. Special Topics: Subtitle**  
(1-3 hours)  
May be repeated with different subtopics  
Prerequisite(s): Varies (Offered occasionally)
# McAfee School of Theology
## Calendar 2015-2016

**Fall 2015**
- President’s Fall Faculty Meeting & Dinner (Macon Campus)  
  - August 10
- M.Div./M.A.C.M. Committee & D.Min. Committee Meetings  
  - August 11
- Fall Semester Faculty Workshops  
  - August 12-13
- New Student Orientation  
  - August 14
- **First Day of Class**  
  - August 17
  - Kick-Off Dinner, Trustees Dining Room, 4:30-6:30 pm  
    - August 17
  - Alumni Breakfast, 9:30 a.m., Davis Admin. Bldg. Lobby  
    - August 18
  - Founders Day—Cecil B. Day Auditorium, 10:45 a.m.  
    - August 18
  - Keynote Speaker – TBA
- **Drop/Add Period**  
  - August 17-24
  - Labor Day Holiday—University Closed  
    - September 7
  - Baptist Classics Seminar  
    - September 18-20
  - Student Advisement for Spring 2016 (Meet with Advisor)  
    - All of October
  - Mercer Preaching Consultation – Chattanooga, TN  
    - October 4-6
  - Keynote Speaker – Dr. Tom Long
  - Faculty/Staff/Student Retreat, Camp Pinnacle, Clayton, GA, 2 p.m.  
    - October 9-10
- **Last Day for Course Withdrawal**  
  - October 12
- Mercer Homecoming  
  - October 23-25
- Fall Preview Conference & Scholarship Event  
  - October 25-26
- D. Perry and Betty Ginn Lectures on Christian Faith & Modern Science  
  - October 26-27
  - Keynote Speaker – Dr. Michael Ruse
- **Early Registration for Spring 2016 Begins**  
  - November 3
- John Symposium  
  - November 18-20
- AAR/SBL Annual Meeting, Atlanta  
  - November 20-24
- Fall Reading Week—No Classes  
  - November 23-27
- Thanksgiving Holidays—University Closed  
  - November 26-27
- **Last Day of Classes**  
  - December 4
- Final Examinations  
  - December 7-12
- Grades Due  
  - December 16
- Christmas Holidays—University Closed  
  - Dec 24-Jan 1
### Spring 2016

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<td>M.Div./M.A.C.M. Committee &amp; D.Min. Committee Meetings</td>
<td>January 6</td>
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<tr>
<td>Faculty Workshop</td>
<td>January 7</td>
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<td>New Student Orientation</td>
<td>January 8</td>
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<td><strong>First Day of Class</strong></td>
<td>January 11</td>
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<td><strong>Drop/Add Period</strong></td>
<td>January 11-19</td>
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<td>Martin Luther King, Jr. Holiday—University Closed</td>
<td>January 18</td>
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<tr>
<td>Spring Preview Conference &amp; Scholarship Event</td>
<td>February 28-29</td>
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<tr>
<td>Student Advisement for Summer and Fall 2016—Meet with Advisor</td>
<td>All of March</td>
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<tr>
<td>Spring Reading Week—No Classes</td>
<td>March 7-11</td>
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<td>Board of Visitors</td>
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<td>Wm. L. Self Preaching Lectures</td>
<td>March 14-15</td>
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<td>Keynote Speaker —Dr. Otis Moss</td>
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<td><strong>Last Day of Course Withdrawal</strong></td>
<td>March 14</td>
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<td>Good Friday Holiday—University Closed</td>
<td>March 25</td>
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<td><strong>Registration for Summer/Fall 2016 Begins</strong></td>
<td>April 5</td>
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<td><strong>Last Day of Class</strong></td>
<td>April 29</td>
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<td>Final Examinations</td>
<td>May 2-7</td>
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<td>Grades Due</td>
<td>May 11</td>
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<td>Graduate Reception/Commissioning Service</td>
<td>May 13</td>
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<td>Commencement, 8:30 am</td>
<td>May 14</td>
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### Summer 2016

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<td><strong>First Day of Class</strong></td>
<td>May 23</td>
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<td><strong>Drop/Add Period</strong></td>
<td>May 23-31</td>
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<td>Memorial Day Holiday—University Closed</td>
<td>May 30</td>
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<tr>
<td><strong>Last Day for Course Withdrawal</strong></td>
<td>June 27</td>
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<tr>
<td>4th of July Holiday—University Closed</td>
<td>July 4</td>
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<tr>
<td><strong>Last Day of Class</strong></td>
<td>July 18</td>
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<td>Grades Due</td>
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COLLEGE OF PHARMACY

Hewitt W. Matthews, Dean and Professor
Candace W. Barnett, Executive Associate Dean and Professor
James W. Bartling, Associate Dean for Student Affairs and Admissions and Assistant Professor
Nader Moniri, Associate Dean for Research and Associate Professor
Gina J. Ryan, Interim Associate Dean for Administration, Clinical Professor, and Director of Pharmacy Continuing Education

Department of Pharmacy Practice
Susan W. Miller, Chair and Professor
Kathryn M. Momary, Vice Chair and Associate Professor
Diane Nykamp McCarter, Professor
W. Klugh Kennedy, Leisa L. Marshall, and Nicole Metzger, Clinical Professors
Lisa M. Lundquist, Clinical Associate Professor
Samuel Peasah, Assistant Professor and Director for the Center for Clinical Outcome Research and Education
Ashish Advani, Clinical Assistant Professor, Director of the Drug Information Center, and Director of Drug Information Residency Program
C. Lea Bonner, Clinical Assistant Professor and Director of Advanced Pharmacy Practice Experiences
Christine M. Klein, Clinical Assistant Professor and Director of Introductory Pharmacy Practice Experiences
Reid Proctor, Instructor and Director of Learning Technology

Department of Pharmaceutical Sciences
Ajay Banga, Chair, Professor, and Co-Director of the Center for Drug Delivery Research
J. Grady Strom, Vice Chair, Associate Professor, and Director of the Center for the Advancement of Teaching and Learning
Martin D’Souza, Professor, Director of Graduate Program, Director of the Clinical Laboratory, and Co-Director of the Center for Drug Delivery Research
J. Phillip Bowen, Professor and Director of the Center for Drug Design
Ravi Palaniappan, Associate Professor and Director of Vivarium
Diane Matesc, Professor
G. Ray Green, Kathryn M. Momary, and Chalet Tan, Associate Professors
Rebecca Burns, Renee Hayslett Rowe, Jennifer Knaack, and Kevin Murnane, Assistant Professors
John Holbrook, Vincent Lopez, and Stanley Pollock Professors Emeriti
History

The College of Pharmacy had its beginning in 1903 as an independent college in Atlanta. The original charter was granted to Dr. R.C. Hood, Dr. Edward Eberhart, and Dr. Hansell Crenshaw, all outstanding leaders in the fields of medicine and pharmacy.

In 1938, the college was transferred from private ownership to the control of a board of trustees and was operated on this basis until July of 1959, when a merger with Mercer University was consummated. Throughout its long history, the school has developed a tradition of excellence and a reputation for producing outstanding leaders in the profession of pharmacy, not only in the State of Georgia but throughout the country.

In September of 1981, the College became the first pharmacy school in the Southeast and the fifth in the nation to offer the Doctor of Pharmacy (Pharm.D.) as its sole professional degree.

In January of 2008, the College began enrolling students in the Physician Assistant Program, which awards a Master of Medical Science (MMS) at completion.

In January of 2010, the College started the first physical therapy residency program in the state, in Orthopaedic Manual Physical Therapy, in the state of Georgia. The College began enrolling students into the entry-level Doctor of Physical Therapy Program in August 2010 after receiving pre-accreditation status from the Commission on the Accreditation in Physical Therapy Education.

In July 2013, the College of Pharmacy and Health Sciences was renamed the College of Pharmacy as the new College of Health Professions was launched. The College of Health Professions incorporates the master’s-level physician assistant and the doctoral-level physical therapy programs, which were housed within the College of Pharmacy and Health Sciences, and the master’s-level public health program, which was housed in the School of Medicine.

Mission Statement

The College of Pharmacy of Mercer University seeks to prepare its professional and postgraduate students to effectively contribute to and improve healthcare through excellence in patient-centered care and research.

Statement of College Goals:

- Provide an education that is effective, innovative and comprehensive.
- Foster an environment that is caring and responsive toward all constituents.
- Ensure quality of programs through continuous evaluation and improvement.
- Encourage diversity and adhere to the values of the University’s Judeo-Christian heritage, while respecting the pluralistic values of our society.
- Provide an environment where students participate in active learning and interprofessional education and develop critical thinking and problem solving skills.
- Foster personal and professional growth and a commitment to lifelong learning.
- Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.
- Conduct basic, translational, and applied research emphasizing scientific advancement, educational methods, and improving healthcare outcomes.
• Prepare graduates to assume leadership roles in their communities and profession.

• Provide postgraduate education, including graduate programs, residencies, fellowships, and certificate programs.

• Participate with other stakeholders in the development of new and improved practice models.

**Vision**
The College of Pharmacy will be recognized nationally for outstanding contributions to healthcare education in teaching, service and research.

**Core Values**
The College of Pharmacy bases it educational program and position in the healthcare community upon certain core values. The core values of the College are excellence, integrity, caring, innovation, learning, professionalism, and commitment.

**Academic Honesty**
Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses. Academic offenses that constitute violations of the College of Pharmacy Honor Code include plagiarism, cheating, lying, and academic theft. Plagiarism is the copying of words, facts, or ideas, belonging to another individual, without proper acknowledgment. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the deliberate submitting of work that is not one’s own and that violates the professor’s instructions for the work; the use of testing materials from past testing periods as a study guide, unless authorized by a professor; possession of written materials, not expressly authorized by the professor during an examination or test, that contain matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; and divulging or receiving any information on the content or form of any examination that either student has not yet taken. A student who gives illegal aid shall be considered as responsible as the student who receives it.

Lying is defined as making a statement that one knows is false or is intended to deceive. Academic theft is the removal of academic materials, depriving or preventing others from having equal learning opportunities.

College of Pharmacy students are subject to the conditions and requirements of the Honor Code. The Honor Code is published in the Student Handbook, which is distributed to all students at the beginning of the fall term, and made available electronically on the College’s website (http://pharmacy.mercer.edu/student-resources/handbook-catalog.cfm).

**Attitude and Conduct**
The University expects students to conduct themselves in a manner that reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline shall be limited to conduct that adversely affects the institutional community’s pursuit of its educational objectives.
The following are examples of such conduct:

1. Obstruction, coercion, intimidation, or abuse of any person on University premises or at University sponsored or supervised functions.

2. Theft from or damage to University facilities, or damage to or theft of property from a member of the University community.

3. Intentional disruption or physical obstruction of teaching, research, and other institutional activities.

4. Possession or consumption of alcoholic beverages on University property and at University events.

5. Possession of firearms or weapons on University premises, except where authorized by established University policy or necessary to the pursuit of educational objectives.

6. Possession or use of drugs prohibited under federal and/or state statutes.

Any student found guilty of the above offenses, or of any other serious defect of conduct or character, may be subject to expulsion, suspension, or such lesser disciplinary measures as may be deemed appropriate by the proper authorities of the University. The President of the University has the responsibility and power to act as final authority and arbiter in matters of student discipline and conduct, as set forth in the charter and bylaws of the University. The Student Handbook, which details the Code of Professional Conduct for College of Pharmacy (COP) students, is available on the COP website (https://pharmacy.mercer.edu/mu-pharmacy/student-resources/upload).
## College of Pharmacy Calendar 2015-2016

### Fall 2015
- **Orientation**: August 13-14
- **White Coat Ceremony**: August 14
- **Classes Start**: August 17
- **COS Fall Picnic**: August 18
- **Drop/Add**: August 17-21
- **Labor Day**: September 7
- **Residency Showcase**: October 2
- **Honors Luncheon**: October 15
- **Registration for Spring Begins**: November 3
- **Healthcare Career/Interview Days**: November 12-13
- **Thanksgiving Break**: November 23-27
- **Classes End**: December 4
- **Last Exams**: December 7

### Spring 2016
- **Classes Start**: January 11
- **Drop/Add**: January 11-15
- **Martin Luther King, Jr. Day**: January 18
- **Spring Break**: March 7-11
- **Good Friday**: March 25
- **Registration for Summer/Fall Begins**: April 5
- **COS Spring Picnic**: April 15
- **Classes and Exams End**: May 6
- **Progression Exam**: May 9-10
- **Pinning Ceremony**: May 9
- **Hooding Ceremony**: May 13
- **Commencement**: May 14

### Summer 2016
#### Session I
- **Classes Begin**: May 16
- **Drop/Add**: May 16-20
- **Classes End**: June 24

#### Session II
- **Classes Begin**: June 27
- **Drop/Add**: June 27 - July 1
- **Independence Day**: July 4
- **Classes End**: August 5

#### Session III
- **Classes Begin**: May 16
- **Drop/Add**: May 16-20
- **Independence Day**: July 4
- **Classes End**: August 5
<table>
<thead>
<tr>
<th>Professional Year</th>
<th>Events</th>
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<tr>
<td><strong>Second Professional Year</strong></td>
<td>Community IPPE January 11 - 22</td>
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<tr>
<td><strong>Third Professional Year</strong></td>
<td>Institutional IPPE January 11 - 22</td>
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<tr>
<td><strong>Fourth Professional Year</strong></td>
<td>APPE 1 May 18 – June 19</td>
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<td>APPE 2 June 22 – July 24</td>
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<td>APPE 3 August 3 – September 4</td>
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<td>APPE 5 October 12 – November 13</td>
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<td>APPE 6 November 16–December 18</td>
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<td>APPE 7 January 11 – February 12</td>
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<td>APPE 8 February 15 – March 18</td>
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<td>APPE 9 March 21 – April 22</td>
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<td>PHA 650 April 25 – 29</td>
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</tbody>
</table>

| **Holidays and Special Events** | |
| Memorial Day | May 25 |
| Independence Day | July 4 |
| White Coat Ceremony | August 14 |
| COS Fall Picnic | August 18 |
| Labor Day | September 7 |
| Residency Showcase | October 2 |
| Honors Luncheon | October 15 |
| Healthcare Career/Interview Days | November 12-13 |
| Thanksgiving Break | November 23-27 |
| Martin Luther King, Jr. Day | January 18 |
| Spring Break | March 7-11 |
| Good Friday | March 25 |
| COS Spring Picnic | April 15 |
| Pinning Ceremony | May 9 |
| Hooding Ceremony | May 13 |
| Commencement | May 14 |
| Memorial Day | May 30 |
| Independence Day | July 4 |
Degree Programs

The College of Pharmacy offers the following degree programs:
  The **Doctor of Pharmacy** is offered on the Atlanta Campus.
  The **Doctor of Philosophy** is offered on the Atlanta campus.

Doctor of Pharmacy Degree Program

Program Description

Mercer’s Doctor of Pharmacy Program is designed to provide the scholastic expertise and clinical acumen necessary to deliver effective patient-centered care in multidisciplinary settings to a culturally diverse population. The four-year program includes both didactic and experiential learning with a focus on patient-centered outcomes.

The program’s hybrid-block schedule combines concentrated foundational and pharmacotherapy courses with semester-long, practice-oriented and elective courses. First professional year students learn patient assessment, clinical, and counseling skills in the Pharmacy Simulation and Clinical Skills Laboratory, and further hone those skills in experiential activities throughout their second, third, and fourth professional years. Students complete introductory and advanced pharmacy practice experiences at leading medical and teaching hospitals and in a variety of pharmacy practice settings in Georgia and across the country. Unique to Mercer’s Pharm.D. Program are four exceptional opportunities in the fourth professional year: Advanced Clinical Track, Medical Missions, Indian Health Service, and International Pharmacy.

Accreditation

The Doctor of Pharmacy Program is accredited by The Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603-4810; telephone (312) 664-3575; Web site www.acpe-accredit.org.

Profile of the MERCER Doctor of Pharmacy Graduate

The MERCER graduate will have both the breadth and depth of knowledge and skill to ensure successful entry into any of the wide variety of careers available to the Doctor of Pharmacy graduate. The graduate will:

- Demonstrate in-depth knowledge in biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences.
- Evaluate biomedical literature to make evidence based clinical decisions and recommendations.
- Solve problems and think critically.
- Pursue life-long professional development.

The MERCER graduate will practice patient-centered pharmacy to optimize the use of medications to improve health, prevent disease, and improve quality of life. The graduate will:

- Seek the authority and autonomy to manage medication therapy and embrace the responsibility to ensure optimal therapeutic outcomes and patient safety as an integrated member of the healthcare team.
- Provide patient-centered and population-based care in multidisciplinary settings to culturally diverse populations.
Foster the rational use of medication and promote health improvement, wellness, and disease prevention.

Counsel patients while addressing health literacy.

Manage human, financial, material, and informational resources.

Adhere to laws and guidelines regulating the practice of pharmacy.

Abide by professional and ethical standards of conduct.

Advocate on behalf of patients and communities to achieve desired health outcomes and improve quality of life.

The MERCER graduate will be an essential member of the patient’s health care team. The graduate will:

- Communicate and collaborate with patients, caregivers, healthcare professionals, and qualified support personnel.

- Educate the public and healthcare professionals.

- Serve as the primary resources for unbiased information and advice regarding the safe, appropriate, and cost-effective use of medications.

- Serve as a valued patient care provider whom health care systems and payers recognize as having responsibility for assuring the desired outcomes of medication use.

The MERCER graduate will demonstrate the value of the profession to the achievement of health care goals in the community, nationally, and globally. The graduate will:

- Contribute to the elimination of healthcare disparities to benefit individual patients and society and to the achievement of medication-related public health goals.

- Address proactively changes in the healthcare delivery system.

- Participate in professional organizations and advocate for the advancement of the profession of pharmacy and its contributions to society.

- Ensure cost-effectiveness of medication therapy is optimized.

Admissions Process and Requirements

The College of Pharmacy uses a “rolling” admissions policy for the Doctor of Pharmacy (Pharm.D.) Program. Qualified applicants are accepted to the Pharm.D. Program on a continual basis until the class has been filled. Students are encouraged to apply as early as possible and have an option of applying for Early Decision. Classes commence in August of each year. Prospective students may request information through our email address: pharmd@mercer.edu.

The application process and minimum expectations for applicants to be considered for admission into the Doctor of Pharmacy degree program include the following:

- A centralized application is available on the PharmCAS website (http://www.pharmcas.org). Applicants must go through this website, complete the online application, and submit to PharmCAS the appropriate fees, official transcripts from each college/university previously attended, and contact information for references who will be submitting letters of reference to PharmCAS. A minimum of two letters of reference are required and should be
submitted via the Electronic Letters of Reference (eLOR) Service of PharmCAS. Letters from pharmacists and college-level professors/instructors are preferred.

- Pharmacy College Admissions Test (PCAT) scores must be submitted to PharmCAS (use code: 104), and must be received before applications are considered complete and ready for review. Only scores from tests taken within the past five years will be accepted.

- In addition to a PharmCAS application, PCAT scores, and electronic letters of reference, applicants must submit the online Supplemental Application (http://pharmacy.mercer.edu/admissions/pharmdsuppapp.cfm), and a non-refundable $25 supplemental application fee.

- Prior to enrollment in the Pharm.D. Program, each applicant must complete 90 semester hours (or 135 quarter hours) of college credit along with the following pre-pharmacy course requirements:
  
  General Chemistry (two courses with labs)
  Organic Chemistry (two courses with labs)
  Biochemistry (one course, lab optional)
  General Biology (two courses with labs)
  Anatomy (one course with lab)
  Physiology (one course with lab)
  Microbiology (one course with lab)
  Physics (one course with lab)
  Calculus (one course)
  Statistics (one course)
  English Composition (two courses)
  Speech (one course)
  Economics (one course)
  Humanities Electives (two courses)
  Social/Behavioral Science electives (two courses)

Important Notes about the Pre-Pharmacy Course Requirements:

- Only grades of C or better are acceptable for prerequisite coursework.

- At least one elective course must focus on cultural diversity that develops the student’s awareness of the beliefs, values, and behaviors of cultures other than their own. Examples of courses that fulfill this prerequisite are: sociology, cultural anthropology, cultural geography, world literature, world religions, women and gender studies, cultural studies in specific languages other than the student’s native language.

- All science courses (except Biochemistry), must include a laboratory with each lecture and must be majors courses. Non-majors courses will not fulfill the requirement. Online courses will not satisfy lab course requirements.

- General Biology courses can be fulfilled with courses in genetics, cellular biology, molecular biology, developmental biology, or zoology.

- Anatomy and Physiology prerequisites can be fulfilled by completing a two course combined sequence of Anatomy and Physiology with labs. Human Anatomy and Physiology courses are preferred.
English Composition requirements can be fulfilled with courses designated as Writing Intensive.
The speech requirement should be fulfilled with a public speaking course.
The economics requirement must be fulfilled with either a macroeconomics or microeconomics course. Applicants are strongly encouraged to take both macroeconomics and microeconomics courses (at least one course is required).
Humanities courses may be chosen from one or more of these areas: art, foreign language, history, literature, music, philosophy, religion, or theatre.
Social / Behavioral Science electives may be chosen from one or more of the following areas: anthropology, business, economics, geography, health, history, management, political science, psychology, or sociology.
No credit will be accepted for military science or physical education courses.
All pre-pharmacy course requirements must be satisfied prior to matriculation.
Applicants are encouraged to take the following courses to further prepare them for the Doctor of Pharmacy Program:

- Behavioral Psychology
- Ethics
- Genetics
- Immunology
- Medical Microbiology
- Medical Terminology

Admission requirements and standards are designed to ensure scholastic success in the professional Doctor of Pharmacy curriculum. Selecting a candidate for the future practice of pharmacy involves many important factors, including academic background, PCAT scores, letters of reference, pharmacy/work experience, and extracurricular experiences.

Grades for all undergraduate coursework attempted are included in the calculation of the cumulative undergraduate GPA. This is the primary GPA used in the admissions process. The competitive GPA and PCAT scores in order to qualify for a required personal interview is determined by the overall strength of the applicant pool each admissions cycle.

Prospective pharmacy students are strongly encouraged to obtain work experience in a pharmacy. An example of appropriate experience is as a pharmacy technician.

Applicants judged to be qualified after evaluation of these criteria are invited for a personal interview. The Admissions Committee will then review the applicant’s entire record and interview results. Personal interviews for the next entering class begin in September.

Throughout the duration of the interview process, applicants are accepted to the Doctor of Pharmacy program on a continual basis until the class has been filled; an alternate list is then established. Due to the large number of applicants and limited number of positions available, acceptance is selective.

Applicants selected for admission into the College’s Doctor of Pharmacy Program are required to make a non-refundable tuition deposit of $750 to confirm their position in the entering class. Upon enrollment in the Doctor of Pharmacy Program, $725 will be applied toward the student’s first semester’s tuition, while the remaining $25 will satisfy the University’s matriculation fee.
Submission of final official transcripts from all colleges/universities attended is required prior to enrollment. Accepted students must also comply with requirements regarding health insurance and immunizations, background checks and drug screenings, and they must attest that they meet all Technical Standards as established by the Doctor of Pharmacy Program prior to their enrollment in the program. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.

**Guaranteed Interview Program**

The Guaranteed Interview Program is especially designed for students who have expressed an interest in pursuing a career in pharmacy. Students enrolled at Mercer University’s College of Liberal Arts (CLA) in Macon are guaranteed an interview for the Doctor of Pharmacy (Pharm.D.) degree program at the College of Pharmacy (COP) in Atlanta if they meet the following requirements:

1. A complete PharmCAS application (including transcripts, PCAT scores, two letters of reference, and appropriate fees) submitted as an Early Decision applicant and a complete Supplemental application must be submitted by August 1. The Supplemental Application fee is waived.

2. All undergraduate coursework is completed at the CLA. A minimum of 90 semester hours must be completed in residence at the CLA.

3. A cumulative undergraduate grade point average of 3.0 and a math/science grade point average of 3.0 must be maintained while in the CLA.

4. A minimum PCAT score (determined annually by the Doctor of Pharmacy Admissions Committee) must be obtained.

5. A minimum of 200 hours of experience in a pharmacy setting (or multiple settings) must be documented.

6. One of the two required letters of reference must be from a pharmacist.

Guaranteed Interview Program students are accepted only after successful completion of an interview with Pharm.D. Program faculty during their junior year. Guaranteed Interview Program students are not required to submit a Supplemental application fee or tuition deposit.

Upon successful completion of the first professional year at the College of Pharmacy, the College of Liberal Arts will award the Bachelor of Science in Health Science degree.

Any CLA student who does not qualify for the Guaranteed Interview Program may apply to the Doctor of Pharmacy Program following the regular admissions procedure.

**International Students**

An applicant who is not a citizen or permanent resident of the United States must follow the regular application procedure.

The College of Pharmacy Office of Student Affairs and Admissions does not evaluate transcripts from outside the United States. If coursework has been earned in a foreign country, the following procedure is required: International students or domestic students with credentials from institutions outside the United States are required to have those credentials evaluated by a professional evaluation service. This evaluation must include an analysis of courses, grades and grade point average, and U.S. degree equivalency. Mercer University accepts evaluations from the World Education Services [www.wes.org].
Until this procedure has been accomplished, an application for admission cannot be considered. An official copy of the evaluation report must be sent to PharmCAS to be included in the application. All entering students with foreign coursework will also need to provide an official copy of the evaluation report to the College's Office of Student Affairs and Admissions prior to enrollment.

Financial resources of the College of Pharmacy are limited, and therefore financial assistance is not available for international students on an F-1 Visa. Federally funded financial aid is restricted for students who are citizens or permanent residents of the United States. It is important that the student have pre-determined financial support sufficient to meet educational and living expenses.

Transfer Students

A transfer student is any person who has ever been enrolled in the professional (PharmD) level at another college or school of pharmacy. Attrition rates are low; therefore, the number of transfer students accepted is extremely limited and at times not available.

An individual who wishes to transfer into the four-year Doctor of Pharmacy degree program from an Accreditation Council for Pharmacy Education (ACPE) accredited college or school of pharmacy must send to the Office of Student Affairs and Admissions a letter of intent to transfer. If availability exists, the transfer applicant must submit a complete PharmCAS application including PCAT scores. In addition, the Associate Dean for Student Affairs and Admissions must receive a letter from the Dean’s Office at the other school granting approval of the transfer to Mercer and stating that the student is in good standing and eligible to continue or return.

Transfer students must satisfy Mercer’s pre-pharmacy course requirements and meet current admission standards in order to be considered.

If qualified, the applicant must come to campus for an interview. After the interview, the Associate Dean for Student Affairs and Admissions will make a recommendation regarding admission to the Dean’s Office for final action. The number of transfer students accepted will depend upon space availability. The Associate Dean for Student Affairs and Admissions will inform the Dean’s Office at the school of transfer of the decision reached. All correspondence will be handled by the Office of Student Affairs and Admissions.

Due to differences in curricula of various pharmacy schools, some or all credit may not transfer at the same professional level. Students may not be eligible for professional year advancement at Mercer equivalent to that of their current institution.

Advanced Standing

A transfer applicant who desires advanced professional standing must comply with the appropriate policy and procedure outlined above. Ordinarily credits from an ACPE-accredited college or school of pharmacy, for which grades of C or better have been earned shall be accepted. All course requirements in the current four-year Doctor of Pharmacy curriculum must be satisfied prior to graduation. A minimum of eighteen months in residence at the College of Pharmacy is required.

In determining advanced standing, the Associate Dean for Student Affairs and Admissions will consult with the appropriate Department Chairperson(s) to determine course equivalence. Based upon this evaluation, the Associate Dean for Student Affairs and Admissions will make a recommendation regarding transfer credit for advanced standing to the Dean’s Office for final action. All correspondence will be handled by the Office of Student Affairs and Admissions.
Retention

Larger applicant pools have allowed the Admissions Committee to be increasingly selective; higher quality has also resulted in excellent retention. The average retention rate for the Doctor of Pharmacy Program for the past five years is 96 percent.

Tuition, Required Fees, and Other Estimated Expenses

<table>
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<tr>
<th>Description</th>
<th>Cost</th>
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<tr>
<td>First, Second, Third Year Tuition (per semester)</td>
<td>$17,112.00</td>
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<tr>
<td>Fourth Year Tuition (per five-week Advanced Pharmacy Practice Experience*)</td>
<td>$4,278.00</td>
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<tr>
<td>*Each student is required to complete 8 APPEs</td>
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</tr>
<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150.00</td>
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Total estimated cost for students entering the Doctor of Pharmacy Program in August 2015 $142,246**

** Tuition and fees are subject to change each year after the Board of Trustees meeting in April (there has typically been an average increase of 3% in recent years). The total cost is an estimate and does not include other expenses (i.e. books, laptop, housing, transportation, etc.). We recommend students budget an additional $5,000 to cover expenses associated with the fourth year advanced pharmacy practice experiences.

Background Checks and Drug Screenings

Assessment of criminal background checks (CBC) and drug screening are considered important to help protect the public, regardless of the requirements of specific community or clinical sites. However, a clear background check or drug screening does not guarantee safety or predict an individual's future behavior.

Accepted Students

All matriculating students undergo a criminal background check and drug screening after being offered admission to the Doctor of Pharmacy (Pharm.D.) Program. Students accepted into the Program are responsible for promptly reporting any future charges or the outcome of pending charges to the Associate Dean for Student Affairs and Admissions. If accepted into the program, our determination related to findings on the initial or subsequent criminal background check or drug screening does not guarantee that State Boards of Pharmacy will view the findings similarly. Students accepted into the program have the right to review their criminal background check and drug screening reports for accuracy by contacting the institution/ company/agency conducting the search.

In addition to completing the criminal background check and drug screening per the policy requirements, newly accepted students with an adverse criminal background check or drug screening must also report this activity in writing and include the appropriate information (e.g., court documents, arrest records, etc.) to the Associate Dean for Student Affairs and Admissions with an original signature and date. The Associate Dean for Student Affairs and Admissions may request additional information from the student or request an additional criminal background check and/or drug screening. Students who fail to provide this information within the time frame will be subject to their offer of acceptance being withdrawn. Adverse information may lead to withdrawal of the offer of admission to the program. Appeals to decisions made regarding results of criminal background check and/or drug screening may be made in writing to the Associate Dean for Student Affairs and Admissions.
Enrolled Students

Pharmacy practice sites may require additional components of a criminal background check, additional drug screening, a certain company or laboratory to be used, and/or the tests being performed within certain time frames prior to beginning introductory or advanced pharmacy practice experiences. The expenses associated with any criminal background check or drug screening during matriculation into or during the Pharm.D. Program is entirely the responsibility of the student.

Information as to whether a facility offering introductory or advanced pharmacy practice experiences requires evidence of a negative drug screen and/or criminal background check can be obtained from the Director of Experiential Education. Be aware that requirements for specific introductory or advanced pharmacy practice sites may change at any moment prior to the student beginning at the site. It is the student’s responsibility to meet those requirements.

If allowed or required by the introductory or advanced pharmacy practice site, the student will provide the results of their criminal background check or drug screening directly to the appropriate representative. In the event that the site does not have a process to review results of a criminal background check or drug screening or will not accept them directly from the student, the Director of Experiential Education will provide information to the appropriate representative on charges resulting in a nolo contendere or conviction which are reported on a criminal background check and/or positive results of a drug screening test. The site’s representative is solely responsible to determine whether the results meet facility requirements. Mercer University, its faculty or representatives, is not responsible or liable for nor will they intervene with the decision made by a site to not accept a student based on the contents of the criminal background check or drug screening.

Students with adverse findings on a criminal background check or drug screening, as determined by an introductory or advanced pharmacy practice site, will be excluded from participation at that facility. In circumstances such as this, the program may require that students undergo a subsequent criminal background check or drug screening. If the Director of Experiential Education, in consultation with the Associate Dean for Student Affairs and Admissions, agree with the facility’s decision, the student will be excluded from continuing in the introductory or advanced pharmacy practice experience and subsequently will be removed from the program. Should the Director of Experiential Education, in consultation with the Associate Dean for Student Affairs and Admissions, disagree with the facility’s decision, the Director will make one attempt to place the student in an alternate facility. If that attempt is unsuccessful due to the adverse findings on the criminal background check or drug screening, the student is excluded from continuing in the introductory or advanced pharmacy practice experience and subsequently will be removed from the program.

Students arrested or charged for criminal activity at any time during their enrollment in the Doctor of Pharmacy Program must notify, in writing, the Associate Dean for Student Affairs and Admissions within 7 days of the arrest or issue of a citation. The Associate Dean for Student Affairs and Admissions will assume responsibility for the notification of additional College of Pharmacy offices as necessary. Students who fail to provide this information within the stated time frame will be subject to suspension/dismissal from the program.

Incorrect Records

Occasionally, a criminal background check may contain incorrect information. If a student finds that his/her record is incomplete, incorrect, contains errors and omissions, or misidentifies a student for someone else, the student should contact the criminal background check vendor with appropriate documentation to correct the errant
information. The student should also notify the Associate Dean for Student Affairs and Admissions and/or Director of Experiential Education, who will make a request to the vendor to verify this information and supply a copy to the student and MUCOP. Depending on the circumstances, the student may or may not be suspended/dismissed from the program pending the outcome of the request.

Students who have a break in enrollment of at least one semester (e.g., leave of absence) will be required to repeat a criminal background check and drug screening prior to reentering the program.

Confidentiality and Recordkeeping

Results of background checks and drug screening are confidential and will be kept in a secure file separate from other academic records. This information contained in the criminal background check and drug screening section of the student's file may only be reviewed by university officials, the designated background check or drug screening provider, and affiliated clinical facilities in accordance with the Family Educational Rights and Privacy Act (FERPA).

Immunizations and Health Requirements

All Pharmacy students are required to provide evidence of the required immunizations from their health care provider and proof of insurance. These requirements must be met in order for students to participate in introductory and advanced pharmacy practice experiences (IPPEs/APPEs). Incomplete or inaccurate immunization documentation can result in student registration and/or IPPE/APPE assignments being delayed or blocked. The current list of immunization requirements for entering students can be obtained from the Office of Student Affairs and Admissions. All current Pharmacy students are required to provide documentation annually of influenza vaccination and tuberculosis screening.

Health Insurance Requirement

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University’s sponsored student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists. Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: http://bursar.mercer.edu/studentinsurance/. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan.

Academic Policies and Procedures

Attendance

Each course coordinator is charged with the responsibility of establishing an absentee policy for his/her course, subject to the approval of the department chairperson. This policy must be a part of the course syllabus distributed to students. In those cases in which the professor does not wish to establish an absentee policy, absenteeism cannot be considered in determining the grade for the course.

Examinations

Students must report for scheduled examinations. Permission for a make-up examination due to illness or other emergency may be obtained from the Associate Dean for Student Affairs and Admissions and the course coordinator.
Make-Up Examination Policy

It is the responsibility of each course coordinator to describe in the syllabus the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Advising / Professional Development Network

The Doctor of Pharmacy Professional Development Network (PDN) is under the direction of the Associate Dean for Student Affairs and Admissions. This program provides information for successful matriculation and professional development of students, and faculty members and alumni are utilized as resource personnel.

Each entering Pharmacy student is assigned to faculty members of the Professional Development Network (PDN). The advisors work with the student from matriculation to graduation, using Moodle and face-to-face meetings. Students are ultimately responsible for the academic and professional choices they make, however; faculty members provide mentoring and are a resource for students regarding academic and professional issues.

The Doctor of Pharmacy Professional Development Network requires a coordinated effort between the following:

1. Associate Dean for Student Affairs and Admissions—The responsibilities of the Associate Dean are to:
   a. Provide faculty training programs
   b. Assign students to faculty advisors
   c. Monitor the advising process

2. Volunteer Faculty Members—The responsibilities of faculty advisors are to:
   a. Participate in training programs provided by the Associate Dean for Student Affairs and Admissions
   b. Advise and/or refer students as appropriate
   c. Monitor student academic progress and assist the students in seeking appropriate help

3. Pharm.D. Student Advisees—The specific responsibilities of the Advisee under the Professional Development Network are outlined in the PDN Student Guidance Document printed in the College of Pharmacy’s Student Handbook and available through the College’s Moodle system.

Standards of Performance

Each candidate for a Doctor of Pharmacy degree must secure credit, in the approved courses of the curriculum, totaling 149 semester hours. In securing this credit, each candidate must have a grade point average (GPA) of at least 2.0. Should a course be repeated, all grades received in that course are used in the computation of the grade point average. Should a course be repeated for which a passing grade has been previously received, and the repeated grade is F, the course requirement for the curriculum has been satisfied.

Academic Progression

Doctor of Pharmacy academic progression is defined as:

A minimum cumulative grade point average of 2.0; successful completion of all first professional year courses and professional engagement program requirements; and passing the P1 comprehensive progression examination are required for entry into the second professional year.
A minimum cumulative grade point average of 2.0; successful completion of all required first and second professional year courses and professional engagement program requirements; successful completion of a minimum of four semester hours of elective coursework; and passing the P2 comprehensive progression examination are required for entry into the third professional year.

A minimum cumulative grade point average of 2.0; successful completion of all required first, second, and third professional year courses and professional engagement program requirements; successful completion of at least eight semester hours of elective coursework; and passing the P3 comprehensive progression examination are required for entry into the fourth professional year.

Summer Remediation

Summer remediation is only open to Doctor of Pharmacy students who have previously failed a required course. For a student who fails a required course during the fall or spring semester, an equivalent course outside the College's traditional Doctor of Pharmacy program will be sought for completion during the summer subject for review and approval by the course coordinator, the course coordinator's department chair, and the dean. In the event an equivalent course is not available, the course will be offered in the summer by the College of Pharmacy. The course must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology and daily schedule may vary as determined and documented by the course coordinator and the coordinator's department chair. A student may repeat only one course one time at another school or via summer remediation. Additional failed courses must be retaken during the subsequent academic year.

Probation/Dismissal

A Doctor of Pharmacy student who fails to achieve a semester average of at least 2.0 will be placed on probation when his/her cumulative average at the school is less than 2.0. Any student who again fails to achieve a semester average of at least 2.0 when his/her cumulative average is less than 2.0 will be placed on academic dismissal.

In addition, a Doctor of Pharmacy student who makes an F or U in a course will be placed on probation. Any student who makes a second F or U in a course will be placed on academic dismissal. Any Doctor of Pharmacy student who has been placed on academic dismissal may petition for readmission.

1. A dismissed student may petition the Academic Performance and Standards Committee.

2. The Committee will investigate the circumstances of dismissal.

3. If the student is readmitted by the Academic Performance and Standards Committee, there will be placed upon the readmission certain conditions and requirements designed to aid the student in attaining good standing within the College.

4. Breach of conditions or requirements will result in permanent dismissal of the student.

5. A student who again fails to achieve a semester average of at least 2.0 when his/her cumulative average is less than 2.0 will be permanently dismissed.

6. Any student who makes an F or U in a third course will be permanently dismissed.
7. The Committee will inform the faculty regarding its actions.

8. The decisions of the Committee may be appealed to the Executive Associate Dean.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar’s Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Doctor of Pharmacy curriculum (totaling 149 semester hours) with a passing grade in each course and with at least a 2.0 cumulative grade point average and successful completion of professional engagement program requirements.

2. Thirty-six months of residence in an accredited school of pharmacy, the final eighteen months of which must be completed at the College of Pharmacy.

3. Recommendation by the faculty of the College of Pharmacy.

4. Payment of all financial obligations to the University.

Special Registration Regulations

Course Overload: A course overload is defined as registration for any additional hours of credit above the number of credit hours outlined for each individual semester in the Doctor of Pharmacy curriculum. In order to register for course overloads, students must have grade point averages of 2.5 or better. In addition, students must have the approval of (1) the Associate Dean for Student Affairs and Admissions or (2) the faculty advisor designated for the student by the Associate Dean for Student Affairs and Admissions or (3) the Director of the Pharm.D./MBA Program, if the student is participating in this program.

Elective Courses: Students can register for more than the required number of elective courses, if they have grade point averages of 2.5 or better.

Inter-Departmental Courses: In order to register for Project Development 548 or Introduction to Research 549, a student must have a grade point average of 2.5 or better and the consent of the instructor.

Professional Credit for Graduate Coursework: Pharmacy students may receive elective credit for graduate-level courses taken within the University outside of dual or joint degree programs. The following criteria apply:

- Students should have a previous four year (or higher) degree or an equivalent number of credit hours.
- Students must have minimum grade point averages of 3.0.
- Course prerequisites must be met.
- Students must submit a letter to the appropriate graduate program director that states the student’s interest and describes the benefits of the graduate course to their professional goals.
- Enrollment in the course must have the approval of the graduate program director.
- Students will receive only professional-level credit for such courses.
Transfer/Transient Credit

Academic credit may be given for courses successfully completed with a grade of C or better at other pharmacy, medical, medically-related professional schools, and graduate schools, subject to the approval of the appropriate department chairperson and dean. In such cases, no grade will appear on the student’s transcript, but the transfer of credit hours will be awarded. Transfer credits are not utilized in determining a student’s grade point average.

Doctor of Pharmacy Curriculum

Outcomes

I. PATIENT CARE Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.
   A. Provide patient-centered care.
   B. Provide population-based care.

II. SYSTEMS MANAGEMENT Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
   A. Manage human, physical, medical, informational, and technological resources.
   B. Manage medication use systems.

III. PUBLIC HEALTH Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.
   A. Assure the availability of effective, quality health and disease prevention services.
   B. Develop public health policy.

Student Portfolios

Throughout the professional curriculum, students create portfolios documenting expectations, achievement of outcomes related to both experiential and didactic education, and self-reflection.
# Doctor of Pharmacy Program Curriculum

## First Professional Year

### Fall
- Introduction to Pharmacy 306: 2
- Research Design and Literature Evaluation 309: 2
- Communication Skills for Pharmacists 303: 3
- Pharmacy Law and Ethics 310: 2
- Medical Immunology 324: 3
- Introductory Pharmacy Practice Experience I 381: 1
- Practice of Pharmacy I 371: 2

### Spring
- Health Care Delivery 308: 2
- Leadership and Advocacy in Pharmacy 312: 2
- Pharmacy Management 305: 3
- General Principles of Pharmacotherapy 340: 2
- Principles of Pharmacokinetics 328: 2
- Introductory Pharmacy Practice Experience II 382: 1
- Practice of Pharmacy II 372: 2

Total: 18

Satisfactory completion of all P1 coursework, Comprehensive Progression Exam, and professional engagement program requirements is necessary for progression to P2.

## Second Professional Year

### Fall
- Nervous System Disorder I 450: 5
- Nervous System Disorders II 451: 4
- Integument and Special Senses 456: 3
- Pharmaceutics Laboratory 401: 1
- Elective: 2
- Introductory Pharmacy Practice Experience III 483: 1
- Practice of Pharmacy III 473: 2

### Spring
- Cardiovascular/Renal Disorders I 421: 4
- Cardiovascular/Renal Disorders II 422: 4
- Cardiovascular/Renal Disorders III 423: 4
- Elective II: 2
- Introductory Pharmacy Practice Experience IV 484: 1
- Practice of Pharmacy IV 474: 2

Total: 18

Satisfactory completion of all P2 coursework, Comprehensive Progression Exam, and professional engagement program requirements is necessary for progression to P3.

## Third Professional Year

### Fall
- Musculoskeletal Disorders and Pain 533: 5
- Endocrine Disorders 534: 5
- Gastrointestinal Disorders 535: 3
- Elective III: 2
- Introductory Pharmacy Practice Experience V 585: 1
- Practice of Pharmacy V 575: 2

### Spring
- Pulmonary Disorders 553: 3
- Infectious Disease I 554: 4
- Infectious Disease II 555: 3
- Hematology/Oncology 557: 3
- Elective: 2
- Introductory Pharmacy Practice Experience VI 586: 1
- Practice of Pharmacy VI 576: 2

Total: 18

Satisfactory completion of all P3 coursework, Comprehensive Progression Exam, and professional engagement program requirements is necessary for progression to P4.

## Fourth Professional Year

### Advanced Pharmacy Practice Experiences

<table>
<thead>
<tr>
<th>APPE</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPE 1</td>
<td>Community Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 2</td>
<td>Institutional Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 3</td>
<td>Acute Care Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 4</td>
<td>Acute Care Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 5</td>
<td>Ambulatory Care Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 6</td>
<td>Elective I</td>
<td>5</td>
</tr>
<tr>
<td>APPE 7</td>
<td>Elective II</td>
<td>5</td>
</tr>
<tr>
<td>APPE 8</td>
<td>Elective III</td>
<td>5</td>
</tr>
<tr>
<td>Pharmacotherapy Case Conference 650</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total: 41

APPE's can occur in any order, 8 out of 9 blocks.
Course Descriptions

Required Didactic Courses

**PHA 303. Communication Skills for Pharmacists**  (3 hours)
This course is designed to develop communication skills necessary for effective pharmacy practice. The skills and techniques mastered in this course will be applied throughout the curriculum within the framework of complex patient scenarios and multiple disease states.

**PHA 305. Pharmacy Management**  (3 hours)
This course will introduce students to 1) basic management principles and methods; 2) developing and managing community pharmacy prototypes; and 3) entrepreneurial, social and economic aspects of practice.

**PHA 306. Introduction to Pharmacy**  (2 hours)
This course is designed to introduce the first professional year pharmacy student to the scope of the profession of pharmacy. Students will be given the background needed for full participation in their chosen profession. Students will learn: the history and future trends for their chosen profession; the tenets of professionalism; patient and population trends; health behaviors and behavioral change; the medication use process and patient safety; the social aspects of health and illness. Students will also participate in career planning, begin to develop and maintain their curricula vitae, and identify and explore their many career options as pharmacists. The concept and classroom application of Problem-Based Learning (PBL) will be introduced. They will also acquire the skills of self-directed learning, critical reasoning, self-evaluation, interpersonal communication, and the ability to retrieve, access, synthesize, and present information. The course is designed to provide the student with what to expect from pharmacy and, most important, what pharmacy expects from them.

**PHA 308. Health Care Delivery**  (2 hours)
This course is designed to introduce students to the system of health care delivery in the United States and the roles that pharmacy and pharmacists play in it. The course will cover the topics of health economics, health insurance, managed care, Medicare and Medicaid, pharmacoeconomics, pharmacoepidemiology, and the role of governments in health care.

**PHA 309. Research Design and Literature Evaluation**  (2 hours)
This course is intended to enable the student to develop an understanding of basic statistics, research design and literature evaluation procedures and terms such that clinical studies in the medical and pharmaceutical literature may be objectively evaluated. In addition, the student is provided with the necessary tools such that he or she will be able to effectively describe, summarize, analyze and make valid conclusions from data collected through his or her own research endeavors.

**PHA 310. Pharmacy Law and Ethics**  (2 hours)
This course is designed to impart to students the legal and ethical basis of pharmacy practice. The course emphasizes the pharmacist’s responsibility to care for patients and to respect patients as autonomous individuals. It also queries how far the government and licensed health care professionals should go to protect people from the consequences of their own potentially risky choices in drug use.

**PHA 312. Leadership and Advocacy in Pharmacy**  (2 hours)
This course is designed to cover foundational concepts and skills in leadership and advocacy to prepare students for elected and appointed positions and non-positional
leadership. Students will develop an understanding of the components that make leadership successful and their personal strengths as a leader.

**PHA 324. Medical Immunology** (3 hours)
This course provides a comprehensive foundation in the structure and function of the human immune system with emphasis on human immunopathology. Topics include innate immunity, adaptive immunity, functions of B and T lymphocytes, immunodeficiency, hyper-sensitivity, autoimmune disease, transplantation immunity, cancer immunity and vaccination. Case studies are used throughout the course to illustrate how the immune system works and show the consequences and treatments for common human immunopathologies.

**PHA 325. Principles of Pharmaceutical Sciences** (3 hours)
This course is intended to provide a foundation of the concepts that are fundamental to the study of pharmacy and the pharmaceutical sciences. This basic knowledge will allow the student pharmacist to integrate physical, chemical and biological concepts into various practice functions. The course will incorporate various active learning activities to assist the student pharmacist with the development of integrative competency.

**PHA 326. Pharmaceutics** (4 hours)
This course is intended to give the student a basic knowledge of the pharmaceutical principles involved in formulation, design, compounding and evaluation of dosage forms and drug delivery systems. This course will cover liquid dosage forms (solutions and disperse systems), parenteral delivery systems, solid dosage forms (capsules, tablets, oral controlled-release products), dosage forms applied to skin, and radiopharmaceuticals. An introduction to biotechnology preparations will also be provided. The course will also familiarize the student with the concepts of drug standards, good manufacturing practice and quality control. The student will gain background knowledge and skills necessary to apply biopharmaceutic principles to the selection and evaluation of drug products for use in patients. Emphasis will be placed on the various formulation and physiologic factors that affect drug response and absorption.

**PHA 328. Principles of Pharmacokinetics** (2 hours)
This course examines the physiological and quantitative principles of drug absorption, distribution, metabolism and excretion in vivo, which provide the very basis for rational design of dosage regimens of therapeutic agents.

**PHA 340. General Principles of Pharmacotherapy** (2 hours)
This course examines topics that provide the foundation for the rational use of therapeutic agents. Pharmacology and one of its primary subdisciplines, pharmacodynamics, is discussed extensively. Pharmacogenetics, pharmacoepidemiology and laboratory monitoring to assess a pharmacotherapeutic response are examined. Pharmacotherapy considerations for the special population of geriatrics, pediatrics and the pregnant and lactating patient are also examined.

**PHA 371. Practice of Pharmacy I** (2 hours)
This course is a combination of lectures, activities, assignments, and skills development that are the didactic counterpart to the P1 Introductory Pharmacy Practice Experiences (IPPEs) and other P1 courses. Assessment of fundamental knowledge and skills important to pharmacy practice and patient care will occur.

**PHA 372. Practice of Pharmacy II** (2 hours)
This course is a combination of lectures, activities, assignments, and skills development that are the didactic counterpart to the P1 Introductory Pharmacy Practice Experiences
(IPPEs) and other P1 courses. Assessment of fundamental knowledge and skills important to pharmacy practice and patient care will occur.

**PHA 401. Pharmaceutics Laboratory**  (1 hour)
This course is designed to acquaint the student pharmacist with basic compounding skills and techniques related to pharmaceutical dosage forms. The course also involves the study of the mathematics encountered in pharmacy practice and the application of calculations in laboratory exercises. The laboratory is planned around a student-centered, problem-based approach to learning.

**PHA 421. Cardiovascular/Renal Disorders I**  (4 hours)
This course is designed to expand on the knowledge of the anatomy and physiology of the cardiovascular and renal systems and blood. Specifically, this course will apply the principles of anatomy and physiology related to understanding the normal functioning of the cardiovascular and renal systems, providing a foundation for understanding the pathophysiology and treatment of diseases in PHA 453 & 454. The specific topics covered in this module include the anatomy and physiology of the heart, peripheral circulation, blood and urinary system.

**PHA 422. Cardiovascular/Renal Disorders II**  (5 hours)
This course is designed to familiarize the pharmacy student with the pathophysiology of diseases of the cardiovascular system and the medicinal chemistry and pharmacology of drugs used to treat these disorders. This course will also teach the application of the principles of pathophysiology, medicinal chemistry, pharmacology, pharmacotherapy, patient assessment, clinical pharmacokinetics, social and behavioral aspects of medical management, and OTC products related to the treatment of cardiovascular disorders. The specific disorders covered in this module include dyslipidemia, hypertension, stable ischemic heart disease, acute coronary syndrome, clopidogrel pharmacogenomics, stents, peripheral arterial disease, venous thromboembolism, warfarin pharmacogenomics and heparin induced thrombocytopenia. The clinical and problem-solving skills obtained through completion of this module will prepare the student to properly identify, assess, and resolve complex, medication-related problems and other patient issues relating to cardiovascular disorders.

**PHA 423. Cardiovascular/Renal Disorders III**  (4 hours)
This course is designed to familiarize the pharmacy student with the pathophysiology of diseases of the cardiovascular and renal systems and the medicinal chemistry and pharmacology of drugs used to treat these disorders. This course will also teach the application of the principles of pathophysiology, medicinal chemistry, pharmacology, pharmacotherapy, patient assessment, clinical pharmacokinetics, social and behavioral aspects of medical management, and OTC products related to the treatment of cardiovascular and renal disorders. The specific disorders covered in this module include heart failure, pulmonary hypertension, arrhythmias, stroke, fluid and electrolyte therapy, acid-base disorders, acute and chronic renal failure, end stage renal disease, dialysis, and urinary incontinence. The clinical and problem-solving skills obtained through completion of this module will prepare the student to properly identify, assess, and resolve complex, medication-related problems and other patient issues relating to cardiovascular and renal disorders.

**PHA 450. Nervous System Disorders I**  (5 hours)
This course is designed to provide an in depth understanding of the nervous system and its therapeutics to the pharmacy student. The anatomy and physiology of the central nervous system and peripheral nervous system (including the autonomic nervous system) will be discussed. Drugs that affect the central nervous system, the autonomic
nervous system and the neuromuscular junction will also be discussed. In addition, the pathophysiology of various disease states involving the nervous system and the pharmacology, medicinal chemistry and therapeutic use of drugs used to treat these disease states will be discussed. Course content will emphasize: anatomy and physiology; pathophysiology; mechanisms of drug action; drug mechanisms related to the occurrence of adverse effects; recognition and management of medication-related problems; and decision-making processes including utilization of laboratory tests to monitor drug efficacy and toxicity. Case studies will be used to assist students in developing and monitoring medication therapy management (MTM) plans for patients with various disease states.

**PHA 451. Nervous System Disorders II** *(4 hours)*
This course is designed to provide an in depth understanding of the nervous system and its therapeutics to the pharmacy student. The pathophysiology of various disease states involving the nervous system and the pharmacology, medicinal chemistry and therapeutic use of drugs used to treat these disease states will be discussed. Course content will emphasize: pathophysiology; mechanisms of drug action; drug mechanisms related to the occurrence of adverse effects; recognition and management of medication-related problems; patient assessment; and decision-making processes including utilization of laboratory tests to monitor drug efficacy and toxicity. Case studies will be used to assist students in developing and monitoring medication therapy management (MTM) plans for patients with various disease states.

**PHA 456. Integument and Special Senses** *(3 hours)*
This course is designed to integrate the anatomy, physiology, pathophysiology, and patient assessment aspects of dermatological and eye/ear/oral disorders with the relevant medicinal chemistry, pharmacology, and pharmacotherapy of the prescription and non-prescription medications used to treat and prevent these disorders.

**PHA 473. Practice of Pharmacy III** *(2 hours)*
This course is a continuation of the Practice of Pharmacy series of courses and is a combination of lectures, activities, assignments, laboratories, skills development, and assessments that are intended to provide reinforcement of concepts taught in the didactic portion of the curriculum. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care.

**PHA 474. Practice of Pharmacy IV** *(2 hours)*
This course is a continuation of the Practice of Pharmacy series of courses and is a combination of lectures, activities, assignments, laboratories, skills development, and assessments that are intended to reinforce concepts taught in the didactic portion of the curriculum. A specific topic and skill focus unique to this course is immunization training. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care.

**PHA 533. Musculoskeletal Disorders and Pain** *(5 hours)*
This is an integrated course describing the anatomy and physiology of bones, skeletal muscles and joints, and pathways for pain and inflammation throughout the body. The pathophysiology of diseases affecting the musculoskeletal system to cause pain, inflammation, and musculoskeletal deterioration will be discussed. The medicinal chemistry, pharmacology, pharmacotherapy, and therapeutics of medications used to treat disorders of this system and to appropriately treat pain and inflammation will be
thoroughly described. Therapy to alter the course of diseases and appropriately manage pain and inflammation will be emphasized.

PHA 534. Endocrine Disorders  
This course is designed to introduce the student to the physiology, pathophysiology, and pharmacotherapy of diseases of the endocrine and reproductive systems. Students should be able to explain why drugs are effective in specific disorders of these systems. Emphasis will be placed on structure activity relationships, mechanisms of drug action, pharmacological effects, adverse effects, and clinical use of these drugs. Other areas that the course will focus on include: recognition and management of medication-related problems, social and behavioral aspects of different disease states, decision-making processes in drug selection and utilization of laboratory tests to monitor drug efficacy and toxicity. The case study approach will be utilized to assist the student in monitoring a pharmaceutical care plan for the patient.

PHA 535. Gastrointestinal Disorders  
This course is designed to familiarize the student with the anatomy and physiology of the gastrointestinal tract and accessory organs, the pathophysiology of the major diseases affecting these organs, the pharmacology of drugs used to treat these diseases and the therapeutics associated with the pharmaceutical care of patients with these diseases.

PHA 553. Pulmonary Disorders  
This course is designed to apply the principles of anatomy, physiology, pathophysiology, patient assessment, social and behavioral aspects of pulmonary disorders with the medicinal chemistry, pharmacology, pharmacotherapy and clinical pharmacokinetics of the prescription and non-prescription medications used to treat and prevent these disorders. The specific disorders covered in this module include asthma, chronic obstructive pulmonary disease (COPD), allergic rhinitis, cough and cold, acute respiratory distress syndrome, neonatal respiratory distress syndrome and the pulmonary component of cystic fibrosis. The clinical and problem-solving skills obtained through completion of this module will prepare the student to properly identify, assess, and resolve complex, medication-related problems and other patient issues relating to pulmonary disorders.

PHA 554. Infectious Diseases I  
This course is designed to provide the pharmacy student with solid background in the pharmacology and medicinal chemistry of chemotherapeutic agents used in the treatment of bacterial, parasitic, fungal, and viral-mediated infectious diseases. Additionally, the course will encompass individual microbes and the mechanisms of diseases they cause. Topics of emphasis in regards to microbial pathophysiology will be pharmacological effects of agents, mechanism of action, structure-activity relationships, mechanisms of resistance, and the pharmacological/chemical basis for drug considerations/untoward effects. Knowledge gained by the completion of this course will prepare the student for clinical and pharmacotherapeutic considerations and decision making with regards to drug efficacy, drug of choice, adverse drug reactions, and other medication-related problems which are discussed in Infectious Disease II (PHA 555).

PHA 555. Infectious Diseases II  
An integrated course, will discuss the epidemiology, pathophysiology, patient assessment, social and behavioral aspects, and therapeutics of infectious diseases as it relates to the organisms that cause these diseases. Students will be expected to know the medicinal chemistry and pharmacology of chemotherapeutic agents from Infectious Diseases I (PHA 554) used to treat microbial and viral infections and apply this information to the clinical treatment of diseases. Emphasis will be placed on structure
activity relationships, mechanisms of action, overall pharmacological effects and mechanisms of adverse effects produced by drugs used to treat infectious diseases. Interpretation of the clinical literature will be required in making decisions regarding drug efficacy, drug of choice, adverse drug reactions, and other medication-related problems. Knowledge gained by the completion of this module will prepare the student to properly identify, assess, and resolved complex, medication-related problems and other patient issues related to infectious diseases.

**PHA 557. Hematology and Oncology Disorders** *(3 hours)*
This course is designed to integrate the anatomy, physiology, pathophysiology, and patient assessment of hematologic disorders (anemia, thrombocytopenia, hematologic malignancies) and oncology disorders (solid malignancies) with the medicinal chemistry, pharmacology, pharmacotherapy, and relevant pharmaceutics of prescription and non-prescription medications, and non-chemotherapeutic strategies used to manage and prevent the disorders. Relevant diagnostic procedures used in wellness care, diagnosis, and treatment follow-up will be presented along with aspects of supportive care for the oncology patient and management of oncologic emergencies.

**PHA 575. Practice of Pharmacy V** *(2 hours)*
This course is a continuation of the Practice of Pharmacy series of courses and is a combination of lectures, activities, assignments, laboratories, skills development, and assessments that are intended to provide reinforcement of concepts taught in the didactic portion of the curriculum. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care.

**PHA 576. Practice of Pharmacy VI** *(2 hours)*
Patient Care Experience VI is a continuation of the courses consisting of activities designed to bring relevance to concepts presented in the classroom at the P3 level. The experience should continue the transition from didactic instruction to the application or practice phase of pharmacy to better prepare the student pharmacist as a provider of patient care.

**Elective Didactic Courses**

**PHA 505. Community Pharmacy Ownership** *(2 hours)*
A course designed to provide the student with the information necessary to become a community pharmacy owner either through the establishment of a new pharmacy or the purchase of an existing pharmacy practice. The knowledge necessary for efficient and profitable management in layout and design, location analysis, evaluation of third party plans, and promotion are emphasized as well as the financial aspects of the development and implementation of innovative clinical services in the community setting. The course includes case studies and group projects in addition to didactic classes.

**PHA 509. Introduction to Teaching** *(2 hours)*
A course designed to stimulate interest of pharmacy students in a career in teaching. Through facilitating small groups of students, discussing readings from the literature, and assisting faculty in a variety of teaching activities, the student is better able to evaluate the possibility of a career in teaching.

**PHA 527. Pharmaceutical Biotechnology** *(2 hours)*
This course is intended to provide the student with a working knowledge of the preparation, stability and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics and gene therapy. Current FDA approved
biotechnology drugs such as human insulin, growth hormones and interferons will be discussed.

**PHA 529. Contemporary Compounding** (2 hours)
This course involves learning the concepts of contemporary compounding practice. This course will include a discussion of the regulations governing compounding, USP and scientific/professional organization recommendations for compounding, and mechanisms for evaluation and analysis of the quality of a compounded formulation. The course will use discussions, problem-solving cases and skill-building laboratories to help the student learn the contemporary compounding process.

**PHA 530. Pharmacological Mechanisms of Drugs in the Treatment of Disease and the Process of Obtaining, Evaluating and Presenting this Information** (2 hours)
This course is designed to teach not only detailed pharmacological mechanisms of drugs used to treat a variety of disease states, but also to teach the processes of obtaining, evaluating and presenting an oral presentation of this information.

**PHA 531. Medical Ethics for Health Care Professionals** (2 hours)
Advancing medical knowledge and technology present individuals and society with unprecedented choices which often raise ethical dilemmas. This course prepares students in the health professions for dealing with ethical dilemmas through an analysis of classic and current cases, identification of ethical issues involved, application of ethical principles, development of a personal position and consideration of counter-arguments.

**PHA 532. Computer-Assisted Drug Design** (2 hours)
This elective course is for Pharmaceutical Sciences graduate students and third-professional year Pharmacy students. This is a survey course designed to introduce students to the methods, applications, and limitations of computational chemistry in drug discovery.

**PHA 548. Project Development** (2 hours)
Prerequisites: consent of instructor and a GPA of 2.5 or better is required. This course is designed to acquaint the student with the techniques involved in the development of a project in either the basic or clinical sciences. A project will be assigned to the student and the student will be expected to perform literature reviews and other work deemed necessary by the faculty instructor to produce an acceptable final written report. (This course may be taken up to two times for credit.)

**PHA 549. Introduction to Research** (2 hours)
Prerequisites: consent of instructor and a GPA of 2.5 or better is required. This course is designed to acquaint the student with current techniques utilized in basic and clinical research. A problem will be assigned by the instructor and the student will be expected to do the library and laboratory or clinical work required to prepare a report. (This course may be taken up to three times for credit.)

**PHA 559. Pharmaceutical Industry Practice** (2 hours)
This elective course is designed to introduce students to skills and competencies that are required for practice in the pharmaceutical industry. Students will have the opportunity to develop and demonstrate proficiency in these skill sets. The course will provide an in-depth discussion of various functions within industry with an emphasis on student application of concepts. Topics to be addressed include legal issues, regulatory affairs, medical affairs, drug information, clinical drug development, translational medicine,
scientific publication strategy, medical writing, health outcomes, marketing, sales, managed care, corporate management, and public policy.

PHA 560. Substance Abuse (2 hours)
This course is designed to give the student an introduction to the area of substance abuse and dependency. It is intended that upon completion of this course the student will have an appreciation for the terminology and diagnostic criteria appropriate to this specialty, a clear understanding of the drugs involved, their effects, and be able to explain pharmacological and non-pharmacological interventions.

PHA 562. Natural Products and Self Care (2 hours)
This course is designed to give the interested student additional knowledge and skills on health promotion in order to be a better educated pharmacist and consumer. The primary focus will be on the scientific basis of alternative medicine therapies in the prevention and treatment of acute and chronic illness. A secondary focus will be on the prevention and detection of heart disease, cancer, and mental illness, including the impact of lifestyle changes on disease management. The use of diagnostic tests, utilized to screen disease and monitor patient response to selected drug therapy, will also be discussed.

PHA 564. Geriatric Pharmacy (2 hours)
This course will allow opportunity for discovery of the importance of drug-related problems in the geriatric patient. Major topics include the psychosocial aspects of aging; the impact of physiologic changes on pharmacotherapy problems in the aging patient; issues and strategies for managing medication therapy in geriatric patients; and roles of the pharmacist in providing pharmaceutical care to geriatric patients at various levels of care.

PHA 565. Drug Misadventures (2 hours)
This course is designed to provide a deeper understanding of serious drug misadventures including: adverse drug reactions, medication errors, drug interactions, and drug allergies. Emphasis is on problem solving and the identification of preventative measures.

PHA 566. Women’s Health (2 hours)
This course is designed to enable the student to develop an understanding of issues of importance in women's health, including health promotion and prevention, health problems with a higher prevalence or a different presentation in women than men, and women's health policy and research. Problems unique to women's health and therapy important in the pharmacist's provision of pharmaceutical care to female patients will be emphasized. The topics discussed will be those relevant to women's health that are not covered in required courses or those that are not covered in detail in required courses. Student participation is an integral part of the course.

PHA 569. Diabetes Care (2 hours)
This course is designed to provide students with additional education in the care of patients with diabetes. The course's primary objective is to increase students' aptitude and confidence in providing medication therapy management to patients with diabetes while reinforcing the knowledge of drug therapy that was taught in the endocrine curriculum.

PHA 571. Pediatric Pharmacotherapy (2 hours)
This elective course will provide students with an understanding of the healthcare needs of the pediatric patient. In addition, the students will develop knowledge and skills to provide pharmaceutical care to pediatric patients in both ambulatory and inpatient settings. The course will focus on developmental stages of growth, common pediatric
disease states, pediatric practice specialties, and specific pharmaco-therapeutic considerations unique to pediatric patients. The course will be taught through a combination of lectures, case discussions, presentation, and active learning components.

**PHA 572. Spanish for Pharmacists** *(2 hours)*

This course is designed to give the student, who is a non-Spanish speaker, a solid basis in verbal communication in a pharmacy setting with patients who speak mostly or all Spanish. By speaking Spanish, students will be better equipped to provide pharmaceutical care to their Spanish-speaking patients. The primary focus of the course will be pharmacy specific terms, phrases and communication skills with a secondary emphasis on elementary and practical Spanish. In addition, the course will educate students about health beliefs and practices in Hispanic cultures.

**PHA 577. Ground Rounds** *(2 hours)*

This didactic course is intended to develop the student’s critical thinking and appreciation of timely and controversial pharmaco-therapeutic topics. The topics will be introduced with a case and followed by lecture and active learning activities. The topics discussed will be relevant to current practice and will facilitate the growth of critical thinking skills used by health care providers for our students. This course will also highlight the roles of different health care providers in patient care.

**PHA 559. Pharmaceutical Industry Practice** *(2 hours)*

This course is designed to introduce students to skills and competencies that are required for practice in the pharmaceutical industry. Students will have the opportunity to develop and demonstrate proficiency in these skill sets. The course will provide an in-depth discussion of various functions within industry with an emphasis on student application of concepts. Topics to be addressed will include legal issues, regulatory affairs, medical affairs, drug information, clinical drug development, translational medicine, scientific publication strategy, medical writing, health outcomes, marketing, sales, managed care, corporate management, and public policy.

**PHA 579. Global Health for Pharmacists** *(2 hours)*

This course is designed to increase the student’s knowledge of and sensitivity to people of diverse cultural backgrounds and their needs for healthcare services. Social, political, cultural, religious, and economic factors will be evaluated in demonstrating how healthcare practitioners may contribute to the promotion of healthy living through the provision of healthcare services to underserved populations on a global level.

**PHA 580. Medication Therapy Management** *(2 hours)*

This course is designed to provide the third professional year pharmacy student with advanced training in the provision of medication therapy management leading to certification through the American Pharmacists Association (APhA). The student will gain a solid understanding of the role of the pharmacist as a medication therapy manager, the business aspects of setting up MTM services and the clinical and administrative aspects of providing MTM services. This course will foster the development of critical-thinking and problem-based learning skills in the student by participation in active learning. Activities will focus on developing a business plan and refining patient care skills. The students will gain experience with various communication techniques utilizing patients and providers to identify medication-related problems, to develop interventions and to document pharmaceutical care activities. Third professional year standing is required to take this course. Students are responsible for additional expenses associated with the materials and processing required for MTM certification.
PHA 581. Genetic Disorders (2 hours)
This elective course examines the genetic basis for common human diseases, with emphasis on origins, mechanisms, diagnosis, prevention and treatment. The genetic basis for single gene, chromosomal, mitochondrial and polygenic disorders are described. Specific topics include the genetics of behavior, population genetics, the genetics of cancer, genetic testing and treatment and reproductive technologies.

PHA 582. Managed Care Pharmacy (2 hours)
This elective course is intended to develop the student’s critical thinking, basic principles and applications of managed care pharmacy practice. The topics will be introduced with didactic lectures, case studies, guest speakers, and active learning activities. This course will provide an overview of managed care pharmacy and an understanding of how managed care pharmacy impacts the healthcare system. By course completion, the student will obtain knowledge of managed care pharmacy that can be a valuable preparation for experiential education and career opportunities in a variety of practice settings, including a managed care organization, hospital administration and community pharmacy management.

PHA 583. Advanced Leadership (2 hours)
This elective course is designed to build upon the foundational concepts and skills in leadership and advocacy learned in the required course, PHA 312: Leadership and Advocacy in Pharmacy. Students will develop an advanced understanding of the components that make leadership successful and their personal strengths as a leader through classroom, reflection, and experiential.

Pharmacy Practice Experiences

Required Introductory Pharmacy Practice Experiences (IPPEs)

Students are required to complete the following introductory pharmacy practice experiences during the first, second, and third professional years. Professional development portfolios are a required component for successful completion of the Practice of Pharmacy and Introductory Pharmacy Practice Experience courses.

College policy requires that all students have proper records of required intern licensure, immunizations and health screenings, and proof of current health insurance prior to any assignment to a patient care setting. Students are also subject to background checks and drug screenings as required by their assigned experiential sites’ policies.

These courses incorporate required Introductory Pharmacy Practice Experiences (IPPEs) which are composed of Service-Learning, Patient Caring, and Introductory Pharmacy Practice Competencies: Clinical Skills and Simulation Laboratory (P1 and P2), Community-based (P2), Institution-based (P3), Medication Therapy Management (P3), and a Capstone component (P3).

PHA 381. Introductory Pharmacy Practice Experiences I (1 hour)
This is the first of six required experiential courses of the Introductory Pharmacy Practice Experience (IPPE) sequence. Students will participate in pharmacy practice activities and will be expected to utilize the knowledge learned in the Practice of Pharmacy course sequence. Students will spend time in the Clinical Skills and Simulation Laboratory learning about the medication use system in community pharmacy practice. Students will demonstrate the following core practice skills: Communication, patient counseling, patient assessment, pharmacy calculations, ethics, medication safety, informatics, and critical thinking. The remainder of the semester will be spent providing healthcare based
Service Learning to the community. Students will demonstrate the following core practice skills: Wellness and health promotion, communication, and health screening.

**PHA 382. Introductory Pharmacy Practice Experiences II**  (1 hour)
This is the second of six required experiential courses of the Introductory Pharmacy Practice Experience (IPPE) sequence. Students will participate in pharmacy practice activities and will be expected to utilize the knowledge learned in the Practice of Pharmacy course sequence. Students will spend time in the Clinical Skills and Simulation Laboratory learning about the medication use system in community pharmacy practice. Students will demonstrate the following core practice skills: Communication, patient counseling, patient assessment, pharmacy calculations, ethics, medication safety, informatics, and critical thinking. For the Patient Caring IPPE, students will complete scheduled meetings with students in the English Language Institute (ELI) program. Students will demonstrate the following core practice skills: Communication, wellness and health promotion, and cultural competency. The remainder of the semester will be spent providing healthcare based Service Learning to the community. Students will demonstrate the following core practice skills: Wellness and health promotion, communication, and health screening.

**PHA 483. Introductory Pharmacy Practice Experiences III**  (1 hour)
This is the third of six required experiential courses of the Introductory Pharmacy Practice Experience (IPPE) sequence. Students will participate in pharmacy practice activities and will be expected to utilize the knowledge learned in the Practice of Pharmacy course sequence. Students will spend time in the Clinical Skills and Simulation Laboratory learning about the medication use system in institutional pharmacy practice and how the pharmacist can have an impact on various public health initiatives. In the Patient Caring IPPE, the student will partner with a patient who is racially, ethnically, or socially-economically different from them. This experience creates an environment that allows students to experience patient interaction through verbal communication and fosters student understanding of how pharmacists can make positive impacts in the lives of their patients. Students will continue with their Service Learning IPPE. Students will demonstrate the following core practice skills during IPPE III: Communication, patient counseling, patient assessment, pharmacy calculations, ethics, medication safety, informatics, critical thinking, cultural competency, wellness and health promotion, and health screening.

**PHA 484. Introductory Pharmacy Practice Experiences IV**  (1 hour)
This is the fourth of six required experiential courses of the Introductory Pharmacy Practice Experience (IPPE) sequence. Students will participate in pharmacy practice activities and will be expected to utilize the knowledge learned in the Practice of Pharmacy course sequence. Students will be assigned to a community pharmacy setting for an 80-hour experience; this will expose the students to the broad-based daily duties often required of a community pharmacist. The student will gain experience in providing patient care, dispensing prescriptions, and understanding the administrative functions of a pharmacist in the community setting. Students will continue with their Patient Caring and their Service Learning IPPE. Students will demonstrate the following core practice skills during IPPE IV: Communication, patient counseling, patient assessment, pharmacy calculations, ethics, and medication safety.

**Note:** Upon completion of all P1 curricular requirements, students may complete the Service Learning and/or Community Pharmacy portions of PHA 483/484 during the summer between their P1 and P2 year. Students must be registered for P2 classes and academic credit will be awarded during the P2 year.
PHA 585. Introductory Pharmacy Practice Experience VI  (1 hour)
This is the fifth six required experiential courses of the Introductory Pharmacy Practice Experience (IPPE) sequence. Students will participate in pharmacy practice activities and will be expected to utilize the knowledge learned in the Practice of Pharmacy course sequence. The Educational Medication Therapy Management Experience will provide students with patient-centered care activities in a community-based setting with older adults. Students will continue with their Patient Caring IPPE; this experience creates an environment that allows students to experience patient interaction through verbal communication. This experience also fosters student understanding of how pharmacists can make positive impacts in the lives of their patients. The overall goal of the Patient Caring Program is to help students develop empathy for patients from diverse cultural backgrounds and life stages by interacting with them in a variety of situations. Students will spend additional time during the year continuing with their Service Learning IPPE. The goal of Service Learning is for students to develop a sense of personal responsibility for addressing the problems and needs of society through active participation in civic and community organizations which are health care related. The objective of this experience is to provide the student with the means to enhance awareness of themselves and the social, civic and ethical issues that surrounds their everyday lives. Students will demonstrate the following core practice skills during IPPE V: Communication, patient counseling, patient assessment, pharmacy calculations, ethics, medication safety, informatics, critical thinking, cultural competency, wellness and health promotion, and health screening.

PHA 586. Introductory Pharmacy Practice Experience VI  (1 hour)
This is the sixth of six required experiential courses of the Introductory Pharmacy Practice Experience (IPPE) sequence. Students will participate in pharmacy practice activities and will be expected to utilize the knowledge learned in the Practice of Pharmacy course sequence. Students will be assigned to an institutional pharmacy setting for an 80-hour experience; this will expose the students to the broad-based daily duties often required of an institutional pharmacist. The student will gain experience in understanding the medication use process and understanding the administrative functions of a pharmacist in the institutional setting. Students will continue with their Patient Caring IPPE; this experience creates an environment that allows students to experience patient interaction through verbal communication. This experience also fosters student understanding of how pharmacists can make positive impacts in the lives of their patients. The overall goal of the Patient Caring Program is to help students develop empathy for patients from diverse cultural backgrounds and life stages by interacting with them in a variety of situations. Students will spend additional time during the year continuing with their Service Learning IPPE. The goal of Service Learning is for students to develop a sense of personal responsibility for addressing the problems and needs of society through active participation in civic and community organizations which are health care related. The objective of this experience is to provide the student with the means to enhance awareness of themselves and the social, civic and ethical issues that surrounds their everyday lives. Students will demonstrate the following core practice skills during IPPE VI: Communication, patient counseling, patient assessment, pharmacy calculations, ethics, medication safety, informatics, critical thinking, cultural competency, wellness and health promotion, and health screening.

Advanced Pharmacy Practice Experiences (APPEs)
Students are required to complete eight advanced pharmacy practice experiences during the fourth professional year. Students must have satisfactorily completed all required and elective courses in the professional curriculum to be eligible for fourth year
standing and to start the advanced experience sequence. Advanced pharmacy practice experiences are preferentially assigned to students on normal academic progression. Students who interrupt their normal academic progression will be assigned to experiential sites as they become available. Exceptions may be made at the discretion of the Chairperson of the Pharmacy Practice Department.

Six (6) advanced pharmacy practice experiences (APPEs) are required in the areas of Community Pharmacy, Institutional Pharmacy, Acute Care (2), and Ambulatory Care. Three (3) practice experiences are electives. Each APPE is five (5) weeks in length. A one week Pharmacotherapy Case Conference course is also required.

During advanced pharmacy practice experiences, students will gain competency in the following areas: problem-oriented drug monitoring; therapeutic drug monitoring; medication histories; managing a patient’s drug therapy; identification, resolution and prevention of drug-related problems; drug information/retrieval skills; application of knowledge of diseases and drug therapy to pharmaceutical care; consulting and counseling with health care professionals and patients; education of health care professionals; communication and presentation skills; and professional conduct.

Students are surveyed during the third professional year to determine elective preferences and eligibility for assignment. Assignments are made through an online program that randomly assigns students based on site availability.

College policy requires that all students have proper records of required immunizations and health screenings and proof of current health insurance prior to any assignment to a patient care setting. Students are also subject to background checks and drug screenings as required by their assigned experiential sites’ policies.

The majority of Mercer’s advanced pharmacy practice experiences are completed within the following areas: metropolitan Atlanta, Columbus, Macon, and Savannah. Mercer Pharmacy students, however, may be required to complete part of their advanced pharmacy practice experiences at other locations based on site availability. A complete list of sites is available in the Experiential Education Office. Site availability is subject to change.

Pharmacy students can also consider participating in one of the following unique advanced pharmacy practice experience programs: Advanced Clinical Track (ACT), Global Medical Missions, Indian Health Service (IHS), or International Pharmacy. A list of the current sites utilized for these programs is available in the Experiential Education Office.

**Advanced Clinical Track (ACT) Program**

The goal of the Advanced Clinical Track (ACT) Program is to provide a challenging combination of advanced pharmacy practice experiences (APPEs) that will aid in preparing students who plan on completing postgraduate residency training. Students who participate in the program will have the opportunity to have a more intensive APPE schedule, one-on-one faculty mentoring, and research experience that will focus on advancing fourth year students as future clinicians and clinical researchers. Current practice sites for the ACT Program are available on the COP website.

**Indian Health Service Program**

Pharmacy students may elect to complete a five-week ambulatory medicine practice experience with the Indian Health Service (IHS). Students will be involved in patient counseling; calculation of individualized drug doses for clinic and hospital patients; management of stabilized chronic disease patients by drug therapy protocols; and work as members of the healthcare team with IHS pharmacists, physicians, and nurses. Current practice sites are available on the COP website.
International Pharmacy Program

This program is designed to provide an elective five-week pharmacy practice experience in one of the approved foreign pharmacy sites. Pharmacy students will study the health care system of the host country to determine the differences in pharmacy practice, governmental influences, and education, as compared to the United States. These objectives also allow a student to gain personal experience and growth from living and practicing in another country, as well as insight into the health care issues and problems abroad. Assignment to an international pharmacy practice experience is competitive. Current practice sites are available on the COP website.

Global Medical Missions

This pharmacy practice experience is designed to introduce the student to the practice of pharmacy within a medical missions-related setting. Through this experience, the student will participate in pharmacy-related activities as a means for global outreach, service, and personal growth. Current practice sites are available on the COP website.

APPE Courses/Rotations

PHA 650. Pharmacotherapy Case Conference (1 hour)
This course is designed to incorporate the concepts and information from the Pharmacotherapy Disease State Modules, General Principles of Pharmacotherapy, and Practice of Pharmacy courses in a case study-based format. Didactic lectures with case examples will be emphasized. The students will be working in small group activities to evaluate medical therapy management in patients with a variety of disease states that the student most likely encountered during their advanced pharmacy practice experiences (APPEs).

PHA 602. Anticoagulation (5 hours)
This experience is designed to give the student the opportunity to provide patient care services related to the use of various anticoagulation therapies in the inpatient setting. During this experience, the student will develop a pharmacotherapeutic care plan for patients receiving anticoagulant therapies, develop the skills necessary to provide monitoring and counseling for patients receiving anticoagulation therapies, and learn to participate in a multidisciplinary healthcare team.

PHA 612. Transplant Pharmacy (5 hours)
This experience is designed to give the student the opportunity to provide patient care services related to the use of various immunosuppressive therapies in the inpatient setting. During this experience, the student will develop a pharmacotherapeutic care plan for patients receiving immunosuppressive therapies, develop the skills necessary to provide monitoring and counseling for patients receiving immunosuppressive therapies, and learn to participate in a multidisciplinary healthcare team.

PHA 618. Geriatrics-Continuous Care (5 hours)
This practice experience is designed to provide the student with an in-depth experience in the provision of pharmaceutical care to older ambulatory adults.

PHA 669. Pain Management/Palliative Care (5 hours)
This practice experience will enable to student to develop proficiency in the knowledge of pain management and other targeted symptoms commonly seen during end-of-life situations.

PHA 670. Medicine (5 hours)
This required practice experience is designed to give the student a basic understanding of disease states encountered in internal medicine. This course will stress the application...
of therapeutics in patient care and require the student to develop skill in taking medication histories, monitoring patients, providing drug information, and patient education. This pharmacy practice experience is also designed to expose the student to the team concept of health care.

**PHA 671. Cardiology** (5 hours)
A practice experience designed to enable the student to acquire skills in the knowledge regarding basic principles of specific cardiovascular disorders, their treatment and care.

**PHA 672. Critical Care** (5 hours)
This hospital-based experience is designed to enable the student to acquire skills and knowledge regarding basic principles of specific critical care disease states and their treatment.

**PHA 673. Inpatient Geriatrics** (5 hours)
This practice experience is designed to give the student a basic understanding of disease states encountered in geriatric internal medicine. This course will stress the application of therapeutics in patient care and require the student to develop skill in taking medication histories, monitoring patients, providing drug information, and patient education. This pharmacy practice experience is also designed to expose the student to the team concept of health care.

**PHA 674. Hematology/Oncology** (5 hours)
This experience will enable the student to develop proficiency in the knowledge of neoplastic disease and rational therapy with oncolgical agents.

**PHA 675. Infectious Diseases** (5 hours)
This practice experience is designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of specific infectious diseases.

**PHA 676. Neonatology** (5 hours)
This hospital-based practice experience is designed to enable the student to acquire proficiency and knowledge regarding basic principles of drug therapy in neonates.

**PHA 677. Pediatrics** (5 hours)
This practice experience is designed to enable the student to acquire skills and knowledge regarding basic principles of pharmacotherapy for common childhood diseases.

**PHA 678. Psychiatry** (5 hours)
This pharmacy practice experience is designed to give the student in-depth exposure to the area of mental health. The student will work with other members of the health care team to monitor drug therapy of patients with psychiatric diseases or drug abuse problems.

**PHA 679. Surgery** (5 hours)
A hospital-based experience is designed to enable the student to acquire proficiency in the basic principles of surgery and drugs used in surgical procedures.

**PHA 680. Ambulatory Care** (5 hours)
This required practice experience will provide the student with the necessary assessment skills to implement and monitor cost effective drug therapy for safety and efficacy in the primary care and/or specialty clinic patient care environment.
PHA 681. Advanced Community (5 hours)
This required experience is designed to expose the student to a variety of patient-oriented services in community pharmacy practice. These services may include: (1) patient counseling on appropriate drug use, home diagnostic test kits, durable medical equipment; (2) monitoring drug therapy for safety and efficacy; and (3) providing drug information to healthcare professionals and preceptors. This experience is designed to give the student further experience in documenting pharmaceutical care interventions in community pharmacy practice.

PHA 684. General Clinical (5 hours)
This practice experience will expose the student to the broad-based daily duties often required of a clinical pharmacy coordinator in a hospital. The student will gain experience in at least four of the following six areas: Drug Information, Drug Usage Evaluation, Quality Assurance, Formulary Management, Pharmacokinetics, and Metabolic Support. Due to the nature of the above practice areas, the student will also gain experience in general internal medicine.

PHA 687. Home Health Care (5 hours)
This practice experience specializes in home infusion therapy. The student will gain experience working with pharmacists and nurses to care for the home patient. The student will be involved in preparation and monitoring of parenteral and enteral nutrition, antibiotics, cancer chemotherapy, specialty compounded drugs, and home health aids.

PHA 691. Nutritional Support (5 hours)
This practice experience is designed to provide the student with the opportunity to gain knowledge, skills, and practical experience in basic nutritional principles, nutritional assessment, and management of the patient requiring enteral and/or total parenteral nutrition.

PHA 692. Pharmacokinetics (5 hours)
This practice experience is designed to give the student hands-on experience in the functioning of an established clinical pharmacokinetics practice and information on methods for establishing such a service. The student will assess the utility of population averages in predicting drug concentration and dosages as well as learn to base therapeutic recommendation on measured drug concentration. This clinical application learning experience is directed toward monitoring drug therapy based on patient response rather than the mere manipulation of numbers. Expertise in calculations is expected from previous coursework. The student may also have the opportunity to be involved in evaluating and monitoring patients for pharmacokinetic research.

PHA 698. Emergency Medicine (5 hours)
This practice experience is designed to give the student exposure to managing and monitoring emergency department patients.

PHA 699. Advanced Institutional (5 hours)
This required experience will expose the student to the broad-based daily duties often required of an institutional-based pharmacist. The student will gain experience in the dispensatory functions of a pharmacist in the hospital setting.

Elective APPE Courses/Rotations

PHA 603. Compounding (5 hours)
This practice experience is designed to give the student a general understanding of the rationale for and the various techniques used in the extemporaneous compounding of pharmaceutical products.
PHA 604. Medication Reconciliation (5 hours)
Medication reconciliation is the process of comparing a patient's medication orders to all of the medications that the patient has been taking. This practice experience is designed to give the student an understanding of the importance of medication reconciliation across all healthcare settings. Through this experience, the student will develop skills necessary to participate in and provide leadership for the medication reconciliation process, enhance written and verbal communication skills, and learn to participate within a multidisciplinary healthcare team.

PHA 605. Pharmacy Informatics and Technology (5 hours)
This practice experience is designed to introduce the student to the use of healthcare information technology as a means to improve medication use, enhance patient safety, and advance patient care. Through this experience, students will gain insight into the important role pharmacists play in integrating medication use with various levels of technology.

PHA 606. Regulatory Pharmacy (5 hours)
This practice experience will give the student a general understanding of the duties and responsibilities of a regulatory agency within the profession of pharmacy.

PHA 610. Global Medical Missions (5 hours)
This practice experience will introduce the student to the practice of pharmacy within a medical missions-related setting. Through this experience, the student will participate in pharmacy-related activities as a means for global outreach, service, and personal growth.

PHA 613. Community Pharmacy Healthcare (5 hours)
This experience is designed to give the student the opportunity to provide patient care services to diverse patient populations who seek treatment for acute medical care in the community pharmacy healthcare setting. During this experience, the student as member of an interdisciplinary team, will work alongside clinic nurse practitioners and pharmacists to develop the skills necessary to assess patients, provide pharmacy care in the acute community pharmacy clinic healthcare setting, work with a limited prescription formulary, implement and monitor cost effective drug therapy for safety, efficacy and compliance in the retail health care patient care environment. Students will spend approximately 50-75% of the experience in the community pharmacy healthcare clinic setting and 25-50% in the retail pharmacy department.

PHA 619. Transitions of Care (5 hours)
This experience is designed to expose the student to the importance of the pharmacists’ role in the transition of care of a patient in both the inpatient and outpatient setting. This practice experience is designed to give the student an understanding of the importance of medication reconciliation, direct patient care, and ambulatory follow-up across all settings. Through this experience, the student will develop skill necessary to participate in and provide leadership for the medication reconciliation process, enhance written and verbal communication skills, and learn to participate within a multidisciplinary healthcare team.

PHA 651. Leadership in Pharmacy Management (5 hours)
This experience exposes the students to the duties and responsibilities associated with upper-management executives within a pharmacy corporation or business entity. This experience is designed for students interested in pursuing a pharmacy career in upper-management and enhancing their leadership skills. The student will interact with executives in both clinical and business aspects of a company or healthcare system.
This experience is specifically designed to give the student experience in practice issues, employee management, human resource services, recruiting, staffing and employee development needs, policy and advocacy, public relations, and in understanding the importance of professionalism and operational standards. Preference given to students enrolled in the Pharm.D./MBA program.

**PHA 652. Medication Safety**  
(5 hours)
This practice experience is designed to expose the student to the duties and responsibilities associated with the recognition, prevention and reporting of medication errors. This APPE is designed to provide students with both direct and indirect patient care. Students will work to provide improved medication safety throughout the health care facility.

**PHA 653. Obstetrics/Gynecology**  
(5 hours)
This practice experience is designed to expose students to the duties and responsibilities of a pharmacist practicing on a high risk perinatal and labor/delivery service.

**PHA 654. Healthcare Service**  
(5 hours)
This experience is designed to involve students in community health related activities to meet a community need, foster civic and professional responsibility, and develop a sense of caring for others. This experience will also provide the student opportunities to become an integral part of an interprofessional healthcare team.

**PHA 660. Medication Therapy Management**  
(5 hours)
This course will be an experience-based rotation to help the student become an active participant in the management and provision of a managed care Medication Therapy Management (MTM) program. Emphasis will be placed on learning basic MTM principles while the student learns how to provide these services to patients.

**PHA 662. Industrial Pharmacy Medical and Professional Services**  
(5 hours)
This practice experience is specifically designed to give the student experience in conducting medical and professional services activities and is designed for those students who believe they may want to pursue a career in this area.

**PHA 665. United States Public Health Service Centers for Disease Control and Prevention Drug Service**  
(5 hours)
This experience will give the student a general understanding of public health issues and the many career opportunities available for pharmacists in the USPHS, the CDC, specifically the Drug Service Division.

**PHA 666. The Agency for Toxic Substances and Disease Register (ATSDR) Division of Toxicology**  
(5 hours)
During this experience, the student will be introduced to ATSDR, a public health agency, whose mission is to prevent or mitigate adverse human health effects and diminished quality of life resulting from exposure to hazardous substances in the environment. The experience will also provide the student with a comprehensive overview of the impact and significance of toxicology and risk assessment principles and practices and how they influence the agency program areas and products.

**PHA 668. Pharmacy Association Management**  
(5 hours)
This experience is designed to broaden the student’s knowledge and understanding of Pharmacy Association Management. It is structured to provide experiences in national and state practice issues, education, member services, student development, policy and advocacy, and public relations. This experience can be completed at one of several sites.
PHA 682. Academic Administration (5 hours)
This practice experience is designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the function and process of the academy. Through interviews with faculty, readings in the literature, participation in academic and administrative meetings, development of teaching materials with pharmacy faculty chosen as preceptors in the students’ area of interest, the exploration of teaching methodologies and several “hands on” projects, the student is better able to evaluate the possibility of a career in academia as well as assume a position in academia. Students interested in participating in the Academic Administration practice experience must have a GPA of 3.0 or better.

PHA 683. Drug Information (5 hours)
This practice experience will expose the student to various drug information activities such as: researching drug information questions, developing patient education materials and preparing pharmacy newsletters. Students may utilize Internet resources, abstracting services, professional journals, online bulletin boards, subscription disk, and online information retrieval services, and textbooks during this experience to enhance their verbal and written communication skills.

PHA 685. Geriatrics—Long Term Care (5 hours)
The practice experience in Geriatrics is designed to provide the student with an in-depth experience in the provision of pharmaceutical care to older patients and those requiring long term care services. The student will also be exposed to additional aspects of consultant pharmacy practice for institutionalized long term care and subacute patients.

PHA 686. Health Outcomes Management (5 hours)
This practice experience is designed to provide the student with a basic understanding of health outcomes (clinical, economic, humanistic) focusing on pharmacoconomics and health care quality assessment. Didactic and practical experience in these core areas will expose the student to a variety of competencies utilized in a health outcomes research and consulting firm. The practice environment involves working directly with a number of managed care organizations, pharmaceutical manufacturers, pharmaceutical providers, pharmacy benefit managers and various other health care providers. The student will be exposed to and/or directly involved with the many steps in conducting quality focused, outcomes-based research—from proposal development to analysis and manuscript preparation.

PHA 689. International Pharmacy (5 hours)
This practice experience is designed to broaden the student’s knowledge about health care, pharmacy practice, and education specifically in another health care system. The students will spend five weeks in one of the approved sites for the international program. The practice will vary as the specialty (hospital, community, industry, or government). Assignment is competitive.

PHA 690. Nuclear Pharmacy (5 hours)
This experience introduces the student to the practice of Nuclear Pharmacy and Nuclear Medicine. The nuclear pharmacy experience will concentrate on pharmaceutical care and radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance. This experience will offer the student the opportunity to communicate with the nuclear medicine personnel and participate in the clinical use of diagnostic and therapeutic radiopharmaceuticals. The student will also gain experience in the area of health physics as it is practiced in the nuclear pharmacy and hospital.
PHA 693. Poison Control  (5 hours)
This practice experience will allow the student to gain practical experience in the regional Poison Control Center (PCC) at Grady Memorial Hospital. The student will respond to questions on intentional and accidental poisonings of drugs, exposures to chemicals, and snake/insect bites from all over the Southeastern United States. The student will recommend antidotes, treatments, and referrals under the supervision of the PCC staff. The clinical experience also consists of weekly work units which concentrate on a particular area of interest related to toxicology and/or poisoning.

PHA 694. Prescription Benefit Management  (5 hours)
This practice experience is designed to give the student general knowledge and a high level of exposure to a variety of activities conducted by a Prescription Benefit Manager. A Prescription Benefits Manager is responsible for managing the drug benefits for a health care plan. Specific activities include Formulary Management and Drug Utilization Review activities.

PHA 695. Advanced Psychiatry  (5 hours)
This practice experience is designed to expose the student to a focused area of psychiatry in the inpatient or outpatient environment and to develop their skills in conducting standardized evaluations of psychiatric patients using clinical rating scales.

PHA 696. Research  (5 hours)
The research experience will provide the student with the opportunity to participate in an ongoing research project and develop skills necessary for pursuit of graduate education, fellowship, or research-oriented career.

PHA 697. Substance Abuse  (5 hours)
This experience is designed to expose the student to aspects of drug and alcohol abuse and the treatment most often used in a clinical setting. This experience will enable the student to learn more about the diagnosis, complications, and the management of addictive disease with drug therapy in today’s health care environment.

Focus Areas Leading to Certificates of Achievement
The College of Pharmacy offers several focus areas that enhance the generalist Doctor of Pharmacy degree. Students pursuing these focus areas receive a certificate of achievement upon completion of didactic and experiential course work. These certificates of achievement may allow for practice in specialized areas.

Pharmacy-based Immunization Delivery is a focus area required of all students and is achieved through successful completion of the American Pharmacists Association (APhA) interactive educational program. This program is a component of Introductory Pharmacy Practice Experiences II (PHA 382), a required course in the Doctor of Pharmacy curriculum. Students receive a certificate of achievement awarded by APhA. For more information contact Dr. Ashish Advani at advani_aa@mercer.edu.

Medication Therapy Management is a focused area in which requirements include completion of the American Pharmacists Association (APhA) training program, a component of the Medication Therapy Management (PHA 580) elective and specific APPE outcomes in the fourth professional year. Students receive a certificate of achievement awarded by APhA. For more information contact Dr. Christine Klein at klein_cm@mercer.edu.

Academic Pharmacy requirements include successful completion of the Introduction to Teaching (PHA 509) elective and the APPE titled Academic Administration (PHA 682) in the fourth professional year. For more information contact Dr. Candace Barnett at barnett_c@mercer.edu.
Community Pharmacy Ownership requirements include successful completion of the Community Pharmacy Ownership PHA 505 elective and the advanced community pharmacy practice experience (APPE) titled Advanced Community (PHA 681) in the fourth professional year. Students receive experiential training in the distributive aspects of community pharmacy as well as involvement in the application of pharmaceutical care in the community practice setting. For more information please contact Dr. Richard Jackson at jackson_r@mercer.edu.

Contemporary Compounding requirements include successful completion of the Contemporary Compounding (PHA 529) elective and the APPE titled Compounding (PHA 603) or an Advanced Community APPE (PHA 681) with an emphasis on compounding in the fourth professional year. For more information please contact Dr. Grady Strom at strom_jg@mercer.edu.

Diabetes Care requirements include successful completion of the following three items: the Diabetes Care (PHA 569) elective, an ambulatory care APPE or an advanced community APPE at a selected site with special emphasis in diabetes care, and a diabetes care practicum taken at the end of the fourth professional year. For more information please contact Dr. Gina Ryan at ryan_gj@mercer.edu.

Geriatric Pharmacy Practice requirements include successful completion of the Geriatric Pharmacy (PHA 564) elective and either a geriatrics-long term care APPE (PHA 685) or geriatrics-continuous care APPE (PHA 618) in the fourth professional year. For more information please contact Dr. Leisa Marshall at marshall_l@mercer.edu.

Leadership in Pharmacy requirements include successful completion of the Leadership in Pharmacy (PHA 578) elective and the APPE titled Leadership in Pharmacy Management (PHA 651) in the fourth professional year. For more information contact Dr. Lisa Lundquist at lundquist_lm@mercer.edu.

Requirements for Internship and Licensure

All Doctor of Pharmacy student are required to obtain a Georgia internship license after enrollment in the Doctor of Pharmacy Program and prior to participating in any on-site pharmacy practice experience. Intern license information is available on the Georgia Board of Pharmacy website: http://gbp.georgia.gov. Proof of licensure must be submitted to the Clinical Skills Coordinator in the Department of Pharmacy Practice.

Students who plan to practice as pharmacy interns in states other than Georgia should consult their state’s board of pharmacy for information on pharmacy intern licensure in their state (http://www.nabp.net/boards-of-pharmacy includes links to each state’s board of pharmacy). Students who will complete Introductory or Advanced Pharmacy Practice Experiences in another state that requires licensure of pharmacy interns must obtain their pharmacy intern license in that state prior to the beginning of the experience.

The Georgia Board of Pharmacy requires that applicants for licensure as a pharmacist must have graduated from an accredited college of pharmacy and must have completed a total of 1,500 hours of internship under the supervision of a registered pharmacist. Mercer graduates currently are awarded 1,000 hours of internship credit by the Georgia Board of Pharmacy after their Doctor of Pharmacy degree is conferred by the University. The remaining 500 hours must be earned through employment in a pharmacy during periods of non-enrollment (e.g., winter break, summer break). Graduates who plan to be licensed as a pharmacist in a state other than Georgia should consult the other state’s board of pharmacy for information on pharmacist licensure in that state to ensure they meet internship and other requirements for licensure.
Post-Graduate Training Programs

Pharmacy Residencies

Although not required for entry into pharmacy practice, a one-year residency affords the Doctor of Pharmacy (Pharm.D.) graduate an opportunity to develop expertise in clinical pharmacy practice and specialty areas. Some of the objectives of Mercer pharmacy practice residency programs are:

1. To provide challenging post-graduate opportunities for highly motivated Pharm.D. graduates to specialize in the delivery of pharmaceutical care services, to improve their teaching abilities, and to develop research skills.

2. To serve as a catalyst for a change to more patient-oriented services in health systems, nursing homes, and the community pharmacy environment.

3. To assist the College and Pharmacy Practice faculty in:
   a. Meeting ACPE accreditation guidelines for experiential and didactic teaching.
   b. Providing backup support for ongoing patient services offered by Mercer faculty.
   c. Generating quality publishable practice-oriented research.

More information about Mercer’s Pharmacy Practice residencies is available online at: https://pharmacy.mercer.edu/programs/residencies-fellow.cfm.

Doctor of Pharmacy/Master of Business Administration Program

Program Description

For qualified Pharmacy students Mercer University provides an opportunity to pursue a Master of Business Administration degree concurrently with a Doctor of Pharmacy degree. The MBA degree is earned through the Stetson School of Business and Economics (SSBE).

The Master of Business Administration (MBA) degree is a professional degree for qualified students interested in the management of human, material, and/or financial resources in business, government, or non-profit institutions. The degree is designed to complement the Doctor of Pharmacy (Pharm.D.) degree in a manner that will broaden the occupational and professional opportunities of the prospective graduate in community, industry, or institutional practice. The program has been carefully designed to permit concurrent pursuit of both the Pharm.D. and the MBA curriculum.

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program also apply to the Pharm.D./MBA program. The objectives of the MBA program are published in Stetson School of Business section of this catalog.

Admissions Requirements and Procedure

In order to apply for admission to the MBA Program, a Doctor of Pharmacy student must have earned a bachelor’s degree or 128 hours of college credit. At 128 hours of college credit, the student is considered to have the equivalent of a bachelor’s degree in terms of a focused record of study.
A Doctor of Pharmacy student must have achieved a minimum cumulative undergraduate grade point average of 2.75 in order to apply for and must maintain a 2.75 minimum pharmacy school grade point average to remain in the MBA Program.

Admission requirements for the MBA Program are outlined on the Stetson School of Business and Economics MBA Admissions website (http://business.mercer.edu/mba-atlanta/). MBA applicants must take the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). At the time of application, students submit GMAT or GRE scores and a completed application form.

Program Requirements

While completing the requirements for the Doctor of Pharmacy degree, students may take courses in the Stetson School of Business and Economics toward the MBA degree. The prerequisite and core courses for the MBA degree are listed below.

Foundation Courses (9 Hours)
BAA 505. Micro and Macro Economics (3 hours)
BAA 510. Accounting and Finance (3 hours)
BAA 515. Management and Marketing (3 hours)

MBA Core Program (24 Hours)
BAA 601. Managerial Economics (3 hours)
BAA 603. Managerial Accounting (3 hours)
BAA 604. Issues in Business Law and Corporate Responsibility (3 hours)
BAA 605. Marketing Concepts and Practices (3 hours)
BAA 607. Management Information Systems (3 hours)
BAA 609. Corporate Finance (3 hours)
BAA 611. Operations Management Science (3 hours)
BAA 613. Ethical Leadership (3 hours)

MBA Electives (12 Hours)
Four courses, one of which is international (12 hours)

MBA Capstone (3 Hours)
BA 699. MBA Capstone (3 hours)

MBA core courses offered at the Stetson School of Business can be used to satisfy professional-level elective hours required for the Doctor of Pharmacy Program. This does not preclude students taking professional-level electives in the Doctor of Pharmacy Program, and students are encouraged to take advantage of elective courses offered by the College of Pharmacy that will further develop their knowledge and skills in specific areas within the field of pharmacy.

Tuition Waiver

Tuition waiver is available for the first three (3) MBA courses including Foundation courses.

Academic Advisement

Academic advisement for students participating in the PharmD/MBA Program is provided by the Office of Student Affairs and Admissions and the Stetson School of Business.
Doctor of Pharmacy/Master of Public Health Program

Program Description

For qualified students at the College of Pharmacy, Mercer University provides an opportunity to pursue a Master of Public Health (MPH) degree concurrently with the Doctor of Pharmacy (PharmD) degree. The MPH degree is earned through Mercer’s College of Health Professions (CHP).

The MPH degree program is designed to transform students into competent, passionate professionals ready to tackle the complex and dynamic challenges of public health in neighborhoods and populations in the U.S. and world. The MPH degree is designed to complement the PharmD degree in a manner that will broaden the occupational and professional opportunities of the prospective graduate in community, industry, or institutional practice. The program has been carefully designed to permit concurrent pursuit of both the PharmD and the MPH curriculum.

Program Outcomes/Objectives

The outcomes of the PharmD degree program also apply to the PharmD/MPH Program. The MPH Program has been passionately committed to the educational development of public health professionals who are challenged to confront complex health issues, such as improving access to healthcare, controlling infectious diseases, and reducing environmental hazards, violence, substance abuse, and injury.

Admissions Requirements

In order to apply for admission to the MPH Program, a Doctor of Pharmacy student must have completed a bachelor’s degree or 120 hours of college credit. At 120 hours of college credit, the Doctor of Pharmacy student is considered to have the equivalent of a bachelor’s degree in terms of a focused record of study.

Admission requirements for the MPH Program follow those outlined on the College of Health Professions MPH Program Admissions website (http://chp.mercer.edu/admissions/mph-admissions-requirements.cfm/). MPH Program applicants must take the Graduate Record Examination (GRE). At the time of application, students submit GRE scores and a completed application through the Centralized Application Service for Public Health (SOPHAS; http://www.sophas.org).

Tuition and Financial Aid

PharmD/MPH students pay tuition for both PharmD and MPH courses. More information about financial aid for the PharmD/MPH Program can be obtained from the Office of Student Financial Planning.

Academic Advisement and Progression

Faculty in the College of Pharmacy and College of Health Professions provide academic advisement for students pursuing the PharmD/MPH Program. Students admitted into the PharmD/MPH Program are required to meet with the Chair of the Department of Public Health, or designee, to discuss the program requirements prior to enrollment in their first MPH course.

PharmD/MPH Program students must maintain a cumulative GPA of 3.0 and maintain good academic standing in the PharmD Program throughout their enrollment in the MPH Program.

While Doctor of Pharmacy students may opt to pursue the PharmD/MPH Program at any time during their PharmD Program enrollment and can complete the MPH coursework at their own pace, they must maintain full-time status in the PharmD Program and must be complete the MPH Program within five (5) years of initial enrollment in the MPH Program.
Program Requirements

While completing the requirements for the Doctor of Pharmacy degree, students may take courses at the College of Health Professions toward the MPH degree. The prerequisite and core course for the MPH degree are listed below.

MPH Required Courses (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 601</td>
<td>Principles of Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPH 611</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 621</td>
<td>Basic Biostatistics and Health Measures</td>
<td>3</td>
</tr>
<tr>
<td>MPH 631</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 641</td>
<td>Disease Prevention and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MPH 652</td>
<td>Public Health Management</td>
<td>3</td>
</tr>
<tr>
<td>MPH 675</td>
<td>Community Health Needs Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MPH 722</td>
<td>Overview of Rural Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 723</td>
<td>Minority Health and Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>MPH 730</td>
<td>Introductory Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

MPH Program courses (611, 631, 652, 675, 722, 723, 728) can be used to satisfy up to eight (8) professional-level didactic elective hours required for the PharmD Program. This does not preclude students taking professional-level electives in the PharmD Program, and students are encouraged to take advantage of elective courses offered by the College of Pharmacy that will further develop their knowledge and skills in specific areas within the field of pharmacy.

MPH Electives (6 hours)

Three (3) of the two (2) credit hour courses of the first professional year in the PharmD Program will satisfy six (6) hours of electives in the MPH Program: PHA 308 Health Care Delivery, PHA 309 Research Design and Literature Evaluation, and PHA 312 Leadership and Advocacy in Pharmacy.

MPH Internship and Capstone (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 793</td>
<td>Public Health Internship</td>
<td>3</td>
</tr>
<tr>
<td>MPH 794</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Both PharmD and MPH programs require students to complete service learning hours as part of each program’s curriculum. MPH students are required to complete 40 service learning hours intended to improve public health and expand upon their existing public health skills and knowledge. PharmD students must complete 70 hours of service learning to improve patient care and expand upon their patient caring skills. It is feasible for these hours to be completed simultaneously.
Doctor of Philosophy Degree Program

Program Description
The Doctor of Philosophy Degree Program in Pharmaceutical Sciences uses an interdisciplinary approach to prepare students for careers in teaching and research in academic institutions, and for employment in industry, government and other agencies and institutions involved in health science-oriented research and development. The program of study may be individualized according to the academic background and area of research interest of the student, and includes: required and elective course work, participation in departmental activities such as seminars and teaching assignments, and in-depth research involving a topic of interest to the student and major professor.

Program Objectives
The objectives of the program are that students will be able to:

- demonstrate a comprehensive knowledge of the core areas of the pharmaceutical sciences.
- Core areas: pharmacokinetics, statistics, pharmacology, medicinal chemistry, structure activity relationship, dosage forms, delivery systems, formulation, pharmacodynamics, analytical methods/instrumentation, scientific literacy, bioethics, biotechnology, and drug metabolism
- demonstrate knowledge of research methodology in their selected field of the pharmaceutical sciences.
- demonstrate knowledge of the literature in their selected field of the pharmaceutical sciences.
- formulate appropriate solutions to research and development problems
- appropriately gather and analyze data using current informatics.
- communicate effectively in both written and oral forms.
- demonstrate self-improvement and continuing professional development.
- demonstrate the ability to collaborate with peers and faculty to meet an objective.
- adhere to professional and ethical responsibilities.
- demonstrate teaching skills

Admissions Process and Requirements
Application for admission must be made on forms that may be obtained from the Department of Pharmaceutical Sciences or the department web page. An application cannot be given final consideration until all required components have been received. A complete application consists of the following:

- A nonrefundable $25 application fee, the application form, and additional information requested on the application form.
- Official transcripts. An official transcript is one that has been issued by an institution and received by the department in an envelope sealed by the issuing institution. The transcript will contain the official school seal or stamp and the signature of the registrar. You are required to submit one separate
official transcript from each college or university you have previously attended or are currently attending. Faxed documents are not accepted as official.

- Official report of GRE scores. Please use institution code 5623.
- Official report of TOEFL scores, if required. Please use institution code 5623.
- International students with degrees that have not been earned at an accredited United States institution are required to provide a report by a professional evaluation service, for foreign course evaluations. The evaluation should name and describe all diplomas, certificates, degrees, periods of education or training and give U.S. equivalencies for each. Mercer University accepts evaluations from the following three services:
  - World Education Services [www.wes.org]
  - American Association of Collegiate Registrars and Admissions Officers [www.aacrao.org].
- Recommendations on the supplied forms from three persons who are able to judge the applicant’s accomplishments and academic ability. Recommendation forms should be sent directly to the Director of Graduate Programs.
- Minimum expectations for consideration for admission into the Ph.D. program include the following:
  - a Bachelor of Science in Pharmacy, Chemistry, Biology or an equivalent degree in a related area, or a Pharm.D. degree; students entering the Ph.D. program in the Pharmaceutical Sciences are expected to have a background that includes the following minimum prerequisites: integral and differential calculus, statistics, expertise in at least one computer programming language, one year of biochemistry, and one semester of mammalian physiology.
  - a minimum GPA of 3.0 based on a 4.0 scale;
  - a minimum GRE score of 1000 (composite of verbal and quantitative sections) if taken prior to August 1, 2011; a minimum score of 305 if GRE taken after August 1, 2011;
  - for an applicant from a country where the primary language is other than English, a minimum official TOEFL score of 100 IBT (internet based TOEFL).

For more information, contact the Director of Graduate Programs or the Program Specialist, or email: pharmsciphd@mercer.edu, telephone (678) 547-6730.

**Special Student Classification**

Certain individuals may apply as special students in the Ph.D. program. This classification allows students to enroll upon submission of an application and official transcripts and approval of the Director of Graduate Programs.

Applicants must have completed a minimum of a bachelor’s degree from an accredited college and must possess appropriate credentials for admission to the graduate program with the exclusion of the GRE. Special student classification does not assure admission to the graduate program, and these students must reapply for admission to the graduate program and satisfy all admission requirements to be considered. A special student may apply a maximum of nine credit hours as transfer credit toward the Ph.D. degree if the program of study can be completed within the
stated time in residence. Special students must submit applications no later than thirty
days before the beginning of the semester in which special student classification is
sought.

Transfer Credit

Upon approval by the Director of Graduate Programs, up to 15 semester hours of
graduate-level credit may be transferred from other approved institutions. The student
must supply a transcript and the necessary descriptive materials from each course to the
Director of Graduate Programs. The Director of Graduate Programs will determine the
equivalent course and the number of credit hours accepted. Courses cannot be
transferred for credit if: a) they have been taken more than six years before admission
into the Ph.D. Program; or b) a grade below B (or the equivalent) was earned.

Financial Support

Financial support for graduate students in the department is available through
teaching assistantships and tuition waivers. Stipends will be provided on a competitive
basis for participation in laboratories and other College activities. Additional financial aid
may be available through grants and/or contracts as well as guaranteed student loans.

Health Insurance and Immunizations

Mercer students must maintain primary insurance coverage. Students are
automatically enrolled in the University-sponsored student health insurance plan. There
is a charge for this coverage. Students must show evidence of enrollment in a personal
insurance plan in order to have the charges waived.

The Mercer University Student Health Form is required and must be signed by a
physician or other health care provider and stamped with the provider's name and
address. Students are encouraged to keep a photocopy of this completed form for their
personal records.

All students born after 1956 must provide a statement of immunization against
Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A
statement of “up to date” is not sufficient. Two doses of Measles (Rubeola) vaccine are
required. You must have been at least 12 months old when the first Measles dose was
received. Previous diagnosis of disease is proof of immunity against Measles and
Mumps (a physician’s statement is required) but not proof of Rubella. If a student is
unable to provide dates of immunization to Measles, Mumps and Rubella, he or she may
document immunity by blood test at the student’s expense. If this testing shows no
immunity to Measles, Mumps, or Rubella, the student may register following
documentation of the first dose of MMR, with the second to follow in 30 days, if required.

Tuberculosis screening (within the past year) is required of all new students.
Students at risk for TB will be required to have a PPD skin test (Mantoux). The tine
tuberculosis test is not acceptable. Students should be tested regardless of prior BCG
vaccination. Any student with a positive skin test will be required to provide a report of a
normal chest x-ray (done after the positive PPD) to be eligible to register. A physician
should evaluate individuals with a positive tuberculosis skin test.

Do not assume that childhood immunizations are adequate; requirements have
changed during the past several years. Medical facilities in the U.S. and in other
countries are required to keep records of vaccinations. Additional sources of
immunization information include doctors’ offices, health departments, and schools.
Students should make copies of the completed health form for their own files, and then
mail the original forms. Do not rely on health care providers, family members, or other
colleges to mail the forms.

Immunizations for the following diseases are recommended, but not mandatory:
chickenpox (varicella), hepatitis A, hepatitis B, polio, and tetanus. The most recent
tetanus booster should have been within the past 10 years. Immunization against meningococcal meningitis is recommended for college students.

**Academic Policies and Procedures**

**Attendance**

Attendance at the College of Pharmacy is a privilege and not a right. Each course coordinator is charged with the responsibility of establishing an absentee policy for his/her course, subject to the approval of the department chairperson. This policy must be a part of the course syllabus distributed to students. In those cases in which the professor does not wish to establish an absentee policy, absenteeism cannot be considered in determining the grade for the course.

**Leave of Absence**

Any students wishing to take up to one week off from laboratory work, course work or other school duties must get prior approval from their major professor and the Director of Graduate Programs. In the absence of a permanent major professor, the Director of Graduate Programs should be consulted. When special circumstances arise, a student may make a request to the Director of Graduate Programs for an official leave of absence from the program. The student must submit the request in writing and state the reason for the request. A leave of absence may be granted for a maximum of one calendar year. Students on leave must complete course work for which an "I" grade was awarded in a prior term and are expected to comply with the one-year time limit for removing Incomplete grades. Students on stipends may be removed from the payroll for the duration of their absence unless the Financial Aid Office is notified otherwise by the Director of Graduate Programs.

**Examinations**

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the Director of Graduate Programs and the course coordinator.

**Make-Up Examinations**

It is the responsibility of each course coordinator to describe in the syllabus, or departmental policy and procedures manual, the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

**Student Advisory Committee (SAC)**

This committee shall consist of five voting members. At least one must be from outside of the department. In addition to the major professor, at least one of the Mercer graduate faculty members must be from within the student’s discipline. Because of special knowledge and distinction in the area of the student’s work, additional individuals from outside the University may be appointed to the SAC with nonvoting status. To appoint an individual outside of the University to a SAC, the major professor will submit a request with justification to the program director for approval.

The major responsibilities of the SAC are: to suggest and review courses in the program of study; to monitor the progress of the student through semi-annual meetings in December and June, or more frequently if required; to solicit questions, develop the scope and format, and grade the preliminary examination; to approve the preliminary research protocol; to provide advice during the conduct of the research; and to critically evaluate and approve the dissertation and final oral defense.
Standards of Performance

Each candidate for the Doctor of Philosophy degree must secure credit for a minimum of 70 semester hours including 35 hours of approved graduate-level coursework and 35 hours of dissertation research. In securing this credit each candidate must have a cumulative grade point average (GPA) of at least 3.0. Any student whose semester and/or cumulative GPA drops below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress. In these cases, the student’s progress will be monitored.

Student Probation and/or Dismissal

A cumulative grade point of at least 3.0 is required for graduation from the Ph.D. program. Semester and cumulative grade point averages are indications of a student’s academic performance. A student whose grade point average for a single semester drops below 3.0 or whose cumulative grade point average falls below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress.

1. Academic Warning—An academic warning is issued the first time that a student’s single semester and/or cumulative GPA falls below 3.0 or the first time a student receives a grade of less than B or S in any graduate level course.

2. Academic Exclusion—Students may be permanently excluded from the program for:
   a. failing to maintain a cumulative GPA of 3.0 following a previous academic warning.
   b. receiving a grade lower than B in more than two graduate-level courses.
   c. two unsatisfactory performances on the Ph.D. preliminary examination.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar’s Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of a minimum of 70 semester hours in the Doctor of Philosophy curriculum, including 35 hours of approved graduate-level coursework and 35 hours of dissertation research, with a 3.0 cumulative grade point average.

2. Successful completion of preliminary research protocol, preliminary examination, and successful completion of an original research project as evidenced by submission of the written dissertation and successful oral defense.

3. Two years in residence at Mercer University. Graduates must be in residence at the time of completion of the dissertation.

4. Payment of all financial obligations to the University.

Course Requirements

The Doctor of Philosophy Degree is awarded to students of exceptional scholarly achievement who demonstrate the ability to conduct original research. A minimum of 70 semester hours including 35 hours of dissertation research is required for graduation. Requirements for the degree, however, are not determined solely in terms of a fixed
number of courses, credits, and years of residence. Graduate programs are highly individualized and are tailored to the characteristics and interests of the individual student.

The program of study will be determined by the major professor in consultation with the student and the Student Advisory Committee (SAC).

Courses in addition to those in the core will be selected to develop strengths in the student’s areas of interest and research. These courses may be chosen from those offered by the College of Pharmacy faculty or may be completed at another university through cross registration via the Atlanta Regional Consortium for Higher Education. Any course deemed appropriate by the SAC may be included on the Program of Study. Non-pharmacy courses are most commonly selected from disciplines such as chemistry, engineering, mathematics, physiology, statistics, or related areas. In some instances, the SAC may determine that certain undergraduate pharmacy courses are essential components of the program of study. No graduate credit will be given for such courses.

The core curriculum for the Ph.D. degree, as well as elective courses taught within the department, is listed below:

### Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 802</td>
<td>Foundations in Pharmaceutical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHA 804</td>
<td>Methods in Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>*PHA 806</td>
<td>Dosage Forms and Drug Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>PHA 807</td>
<td>Pharmaceutical Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>*PHA 808</td>
<td>Pharmacokinetics</td>
<td>3</td>
</tr>
<tr>
<td>*PHA 809</td>
<td>Principles of Drug Action</td>
<td>3</td>
</tr>
<tr>
<td>PHA 814</td>
<td>Analytical Methods and Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>PHA 897</td>
<td>Graduate Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHA 899</td>
<td>Doctoral Research</td>
<td>35</td>
</tr>
</tbody>
</table>

*(waived for Dual Degree, PharmD./Ph.D. students)*

### Departmental Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>PHA 821</td>
<td>Pharmacogenomics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 823</td>
<td>Clinical Trial Design</td>
<td>3</td>
</tr>
<tr>
<td>PHA 825</td>
<td>Drug Metabolism</td>
<td>2</td>
</tr>
<tr>
<td>PHA 832</td>
<td>Computer-Assisted Drug Design</td>
<td>2</td>
</tr>
<tr>
<td>PHA 833</td>
<td>Advanced Pharmacokinetics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 835</td>
<td>Advanced Physical Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>PHA 837</td>
<td>Advanced Biopharmaceutics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 840</td>
<td>Industrial Pharmacy and Advanced Drug</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Delivery Systems</td>
<td></td>
</tr>
<tr>
<td>PHA 849</td>
<td>Special Topics in Pharmaceutical Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

### Seminar Requirements

Throughout the course of study, the student is expected to read the current literature and attend and actively participate in the seminar programs offered by the department and the College of Pharmacy. The student will register for seminar during the summer semester of each year.

### Pharmacy Teaching Certificate Program (PTCP)

Each student in the Ph.D. program is required to complete the PTCP. Graduate students who are in their third year and beyond in the program are required to enroll and participate in this teaching certificate program conducted by the College of Pharmacy. The goal of the program is to help students improve on their teaching related skills.
should they decide to pursue a career in academics. These skills include writing, presentation, curriculum development, and teaching.

Residence Requirements

Graduate students must complete all degree requirements within six years of the initial date of matriculation. Two years must be completed in residence at Mercer University. A student must be in residence at the time of completion of the dissertation.

Preliminary Examination

The purpose of the preliminary examination is to determine whether the student has been adequately prepared through course work and other activities to undertake an original research project. The breadth and depth of knowledge in the student’s chosen discipline will also be examined. This examination will be timed and closed-book, and it will be related to the student’s selected discipline and course work. The examination will be administered after completion of all course work and other requirements listed on the Program of Study form. Approval for the student to undertake this examination must be granted by the program director at the recommendation of the major professor.

The examination will be composed of questions solicited by the SAC.

Preliminary Research Protocol

A protocol describing the student’s dissertation project must be submitted to the SAC written in the format of an NIH grant proposal. The student will defend the proposal orally before the SAC. Approval of the protocol by the SAC is required before the student can proceed formally with research activities.

Admission to Candidacy

A student must apply for admission to candidacy following the successful completion of both the preliminary examination and the preliminary research protocol. The student must receive admission to candidacy at least 2 semesters prior to the date of expected graduation.

Progress Reports

Progress reports will be prepared by each student in conjunction with the major professor and submitted to the Director of Graduate Programs by June 30 of each year.

Manuscript Requirements

All candidates for the Ph.D. degree must demonstrate competence in scientific writing by preparing and submitting at least one manuscript for publication. The manuscript must be submitted for publication before the candidate’s final oral defense can be scheduled.

Dissertation and Final Oral Defense

An essential component of the Ph.D. degree program is the student’s successful completion of an original research project under the supervision of the major professor and in consultation with the SAC. The work is expected to lead to one or more publications in refereed scientific journals.

The student must prepare a written dissertation based on his/her research work. The format of the dissertation must comply with the regulations contained in the Guide to the Preparation of Theses and Dissertations. After the dissertation has been approved by the SAC, a final oral defense is scheduled during which the candidate’s understanding of the completed research project and knowledge of the major discipline are evaluated.
Course Descriptions

PHA 802. Foundations in Pharmaceutical Sciences  (3 hours)
This course is designed to introduce the student to the foundations in pharmaceutical sciences, including experimental design and other aspects related to good laboratory research practices.

PHA 804. Methods in Cell and Molecular Biology  (3 hours)
A course designed to introduce students to a variety of biochemical, immunochemical and molecular biology theories and techniques used in the laboratory.

PHA 806. Dosage Forms and Drug Delivery Systems  (2 hours)
A course designed to study the various dosage forms and drug delivery systems.

PHA 807. Pharmaceutical Biotechnology  (3 hours)
Pharmaceutical Biotechnology is intended to provide the student with a working knowledge of the preparation, stability, and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics, and gene therapy. Current FDA approved biotechnology drugs such as human insulin; growth hormones and interferons will be discussed.

PHA 808. Pharmacokinetics  (3 hours)
This course is designed to provide the student with the advanced knowledge and skills necessary for employing pharmacokinetic principles in the selection and evaluation of drug therapy. Emphasis will be placed upon a complete understanding of the basic and clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use. Aspects specifically related to multiple dosing and accumulation, drug protein binding, and non-linear pharmacokinetics will be addressed.

PHA 809. Principles of Drug Action  (3 hours)
A didactic course that examines the area of pharmacodynamics from both qualitative and quantitative perspectives. Emphasis is placed on receptor-mediated systems, and the methods used to classify these systems, and to describe their behavior in quantitative terms.

PHA 814. Analytical Methods and Instrumentation  (3 hours)
This course is designed to provide the graduate student a background in modern analytical chemistry and instrumental methods of analysis. Application will be on the use in the pharmaceutical sciences.

PHA 821. Pharmacogenomics  (3 hours)
This course will provide a detailed overview of the application of genomic sciences to pharmacy practice. The tools, methodologies, and goals of genomic medicine will be discussed with an emphasis placed on complete understanding of drug effects based on polymorphisms in the human genome.

PHA 823. Clinical Trial Design  (3 hours)
A course designed to introduce students to the methodology of randomized clinical trials. Common study designs, their implementation, and data analysis issues will be discussed.

PHA 825. Drug Metabolism  (2 hours)
A course to study the concepts, chemistry, enzymology, and techniques in drug metabolism for the design and development of safe and effective therapeutic agents.
PHA 832. Computer-Assisted Drug Design (2 hours)
Computer-Assisted Drug Design is an elective for the Pharmaceutical Sciences graduate students and third-professional year pharmacy students. This is a survey course designed to introduce students to the methods, applications, and limitations of computational chemistry in drug discovery.

PHA 833. Advanced Pharmacokinetics (3 hours)
This course is designed to provide the student with the advanced knowledge and skills necessary for problem solving techniques related to the relationship between plasma concentration and effect, and clearance concepts as it relates to drug therapy. Emphasis will be placed upon a complete understanding of advanced, clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use. This course will also utilize computer simulation programs to fit pharmacokinetic parameters using different models.

PHA 835. Advanced Physical Pharmacy (3 hours)
A course designed for the study of advanced physical concepts and methods as they apply to pharmaceutical systems and problems. Emphasis will be on chemical kinetics, solubility and dissolution, complexation, and interfacial phenomena.

PHA 837. Advanced Biopharmaceutics (3 hours)
A course to provide advanced study of the relationship between physicochemical properties of a drug in a dosage form and the pharmacologic, toxicologic or clinical response observed. Emphasis will be on design and evaluation of bioavailability studies.

PHA 840. Industrial Pharmacy and Advanced Drug Delivery Systems (4 hours)
This course is designed to study methods used to formulate, manufacture and test various dosage forms and delivery systems. There also is discussion of regulations and the role of the FDA and other regulatory agencies whose actions impact the pharmaceutical industry.

PHA 849. Special Topics in Pharmaceutical Sciences (3 hours)
A course to provide an in-depth coverage of a variety of current topics in the pharmaceutical sciences.

PHA 897. Graduate Seminar (1 hour)
Weekly to bi-weekly presentations and discussions of research and other miscellaneous topics. Students are expected to present a minimum of one seminar annually while in residence. A minimum of 3 seminars by each doctoral student are required before graduation. The course is taught on a satisfactory/unsatisfactory grade basis.

PHA 899. Doctoral Research (1 - 9 Hours)
Research for doctoral students. This course is taught on a satisfactory/unsatisfactory grade basis.
Doctor of Pharmacy/Doctor of Philosophy Program

Program Description

The Doctor of Pharmacy (Pharm.D.)/Doctor of Philosophy (Ph.D.) Degree Program enables highly qualified students to obtain both degrees in a shortened period. This Pharm.D./Ph.D. Degree program is designed primarily for students who are strongly motivated toward an academic/research career in the pharmaceutical sciences. Students may pursue a clinical specialization in experimental pharmacotherapeutics or specialization in medicinal chemistry, pharmaceuticals, pharmacology, or toxicology. The program is flexible enough to accommodate individuals of varied educational backgrounds. The actual time required for completion of the program depends on the individual qualifications and interests of the student.

Admissions Process and Requirements

In order to enroll in the Pharm.D./Ph.D. program, a student must separately apply for and gain admission to both the Pharm.D. and the Ph.D. programs. It is recommended that application to the Ph.D. program be made at the same time of application to the Pharm.D. program. A Pharm.D. student may join the Pharm.D./Ph.D. program by gaining admission to the Ph.D. program. However, this should be done by spring semester of the first year to gain full potential benefits of the program. Application forms for admission to the Ph.D. degree program may be obtained from the Department of Pharmaceutical Sciences website.

All applicants to the Pharm.D./Ph.D. program must have an earned Bachelor of Arts or Bachelor of Science degree. In addition, applicants are expected to satisfy the following requirements for admission to both Pharm.D. and Ph.D. programs.

Program Requirements

Upon acceptance into the Pharm.D./Ph.D. Degree Program, an advisor from the faculty of the Department of Pharmaceutical Sciences will be assigned to the student. The advisor will schedule the program of study until the student selects a major professor. The specific program selected will be determined by the student's previous academic history as well as by the departmental requirements of the Ph.D. program. The structure of the Pharm.D./Ph.D. Degree Program differs from that of the Pharm.D. program in several respects.

1. During the first year, the student's research capability and commitment will be assessed through documented evaluation by the research advisor after the end of the 1st semester, 2nd semester, and again at the end of the 1st summer, with oversight of the Student Advisory Committee as well as the Director of Graduate Studies and Department Chair. Additionally, Pharm.D./Ph.D. students will complete a self-assessment of their first year and present their first year research results at the end of the first summer as a requirement for progression. At the end of the first year, if progress is determined to be unsatisfactory, the student has the option of changing dissertation advisors, if one is willing to take them.

2. Pharm.D./Ph.D. students will take Ph.D. core courses in place of professional electives that simultaneously satisfy the requirements of both the Pharm.D. electives and the Ph.D. program.

3. Pharm.D./Ph.D. students are exempt from the following Ph.D. core courses: PHA 816 (Dosage Forms and Drug Delivery Systems – 2 hrs), PHA 817 (Pharmacokinetics – 3 hrs), and PHA 818 (Principles of Drug Action – 3 hrs).
4. Pharm.D./Ph.D. students are required to complete eight advanced pharmacy practice experiences (APPEs) following completion of the required Pharm.D. didactic courses. Six (6) APPEs are required in the areas of Advanced Community, Advanced Institutional, Acute Care (2), Ambulatory Care, and Service-based. Pharm.D./Ph.D. students may use their two (2) APPE elective rotations toward their doctoral dissertation research project by registering for PHA 696 (Research – 5 hrs). The APPE schedule is to be set in the program of study and verified by the Director of Advanced Pharmacy Practice Experiences. All changes to the APPE schedule must be made with the Director of Advanced Pharmacy Practice Experiences one year in advance. The final APPE rotation must be followed by completion of the PHA 650 capstone course at the first availability.

5. The student is expected to participate in Graduate Seminar throughout their matriculation and to enroll for credit in the summer semester beginning with Year 3.

Following completion of the third year, the student focuses on the research component of the curriculum. With the exception of the Advanced Pharmacy Practice Experiences, the student should have completed all prerequisite and core courses by this time.

Continuation in the Pharm.D./Ph.D. Degree Program is contingent upon satisfactory performance and progress toward fulfillment of the requirements of the Doctor of Pharmacy Degree Program and the Doctor of Philosophy Degree Program. Students admitted to the Pharm.D./Ph.D. degree program are expected to complete all program requirements. Should a student decide to withdraw from the dual degree program at any point, they must reapply for admission to either program separately, and if accepted, they must fulfill all requirements of either program individually.

**Financial Arrangements**

Students who are enrolled in the Pharm.D./Ph.D. Degree Program will pay full tuition for the first three years. Tuition waiver will be granted for the remainder of the program, normally the fourth through seventh years. Students will be encouraged to apply for extramural funding of their educational program. Departmental stipends will be awarded on a competitive basis for years 4-7, subject to availability. Stipend support beyond this time will be based on extramural funding. Financial support through tuition waiver or stipends is provided based on contribution to the teaching program as described in departmental policies.
History

The College of Health Professions is comprised of three departments: Physical Therapy, Physician Assistant Studies, and Public Health. The College offers the doctoral-level physical therapy program, the master’s-level physician assistant program, the master’s-level public health program, and the bachelor-level public health program. The Department of Physical Therapy offers an Orthopaedic Manual Physical Therapy residency program and a Neurologic Physical Therapy residency program. The Department of Physician Assistant Studies offers an Advanced Cardiology residency program.

Mission Statement

The College of Health Professions seeks to prepare students to improve the health and quality of life of individuals and society through excellence in teaching, research, and service.

Statement of College Goals:

- Provide an education that is effective, innovative, and comprehensive.
- Foster an environment that is caring, equitable, and responsive toward all stakeholders.
- Ensure quality of programs through continuous assessment and improvement.
- Encourage diversity and adhere to the values of the University’s Judeo-Christian heritage while respecting the pluralistic values of our society.
- Engage students in active learning to enhance critical thinking and problem solving skills.
- Foster personal and professional growth and a commitment to lifelong learning.
- Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.
- Provide the infrastructure to support research that integrates components of basic science, public health, clinical interventions, and pedagogical innovation.
- Prepare graduates to assume leadership roles in their communities and profession.
- Provide postgraduate education including graduate programs, residencies, fellowships, and certificate programs.
- Engage in interprofessional education to develop mutual understanding of and respect for the contributions of various disciplines for the better of individuals and society.

Vision

The College of Health Professions will be nationally recognized for promoting and improving health through excellence in education, leadership, and innovation.
Core Values

The College of Health Professions bases its educational program and position in the healthcare community upon certain core values. The core values of the College are:

- **Collaboration** – working together and respecting each other’s contributions.
- **Compassion** – showing empathy and concern for the well-being of others.
- **Excellence** – performing at the highest level.
- **Integrity** – unwavering adherence to an ethical code of conduct.
- **Justice** – committing to fairness and equity in the treatment of others.
- **Learning** – acquiring, synthesizing, understanding, and assimilating new knowledge and information.
- **Professionalism** – exhibiting appropriate behaviors and adhering to an established code of conduct.
- **Service** – offering our talents and skills toward betterment of our communities.

Academic Honesty

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses. Academic offenses that constitute violations of the College Health Professions Honor Code include plagiarism, cheating, lying, and academic theft. Plagiarism is the copying of words, facts, or ideas, belonging to another individual, without proper acknowledgment. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the deliberate submitting of work that is not one’s own and that violates the professor’s instructions for the work; the use of testing materials from past testing periods as a study guide, unless authorized by a professor; possession of written materials, not expressly authorized by the professor during an examination or test, that contain matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; and divulging or receiving any information on the content or form of any examination that either student has not yet taken. A student who gives illegal aid shall be considered as responsible as the student who receives it.

Lying is defined as making a statement that one knows is false or is intended to deceive. Academic theft is the removal of academic materials, depriving or preventing others from having equal learning opportunities.

College of Health Professions students are subject to the conditions and requirements of the Honor Code. The Honor Code is published in the Student Handbook, which is distributed to all students at the beginning of the fall term, and made available electronically on the College’s website (https://chp.mercer.edu/mu-chp/students/).

Attitude and Conduct

The University expects students to conduct themselves in a manner that reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline shall be limited to conduct that adversely affects the institutional community’s pursuit of its educational objectives.
The following are examples of such conduct:

1. Obstruction, coercion, intimidation, or abuse of any person on University premises or at University sponsored or supervised functions.

2. Theft from or damage to University facilities, or damage to or theft of property from a member of the University community.

3. Intentional disruption or physical obstruction of teaching, research, and other institutional activities.

4. Possession or consumption of alcoholic beverages on University property and at University events.

5. Possession of firearms or weapons on University premises, except where authorized by established University policy or necessary to the pursuit of educational objectives.

6. Possession or use of drugs prohibited under federal and/or state statutes.

Any student found guilty of the above offenses, or of any other serious defect of conduct or character, may be subject to expulsion, suspension, or such lesser disciplinary measures as may be deemed appropriate by the proper authorities of the University. The President of the University has the responsibility and power to act as final authority and arbiter in matters of student discipline and conduct, as set forth in the charter and bylaws of the University. The Student Handbook, which details the Code of Professional Conduct for College of Health Professions (CHP) students, is available on the CHP website (https://chp.mercer.edu/mu-chp/students/).
College of Health Professions
Calendar 2015-2016

<table>
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<tr>
<th>Fall 2015</th>
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<tr>
<td>DPT Orientation</td>
<td>August 13-14</td>
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<tr>
<td>MPH Orientation</td>
<td>August 14</td>
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<tr>
<td>DPT White Coat Ceremony</td>
<td>August 14</td>
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<tr>
<td>Classes Start</td>
<td>August 17</td>
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<tr>
<td>Drop/Add</td>
<td>August 17-21</td>
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<tr>
<td>MPH Pinning Ceremony, Atlanta</td>
<td>August 19</td>
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<tr>
<td>MPH Pinning Ceremony, Macon</td>
<td>August 21</td>
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<tr>
<td>Labor Day</td>
<td>September 7</td>
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<tr>
<td>Registration for Spring Begins</td>
<td>November 3</td>
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<tr>
<td>Thanksgiving Break</td>
<td>November 23-27</td>
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<tr>
<td>Classes and Exams End</td>
<td>December 11</td>
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<tr>
<td>Grades Due</td>
<td>December 16</td>
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<table>
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<tr>
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<td>Classes Start</td>
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<td>Drop/Add</td>
<td>January 11-15</td>
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<tr>
<td>PA White Coat Ceremony</td>
<td>January 15</td>
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<tr>
<td>Martin Luther King, Jr. Day</td>
<td>January 18</td>
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<tr>
<td>Spring Break</td>
<td>March 7-11</td>
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<tr>
<td>Good Friday</td>
<td>March 25</td>
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<tr>
<td>Registration for Summer/Fall Begins</td>
<td>April 5</td>
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<tr>
<td>Classes and Exams End</td>
<td>May 6</td>
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<td>MPH Hooding Ceremony</td>
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<td>May 13</td>
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<td>DPT Hooding Ceremony</td>
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<td>Drop/Add</td>
<td>May 16-20</td>
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<td>Independence Day</td>
<td>July 4</td>
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<tr>
<td>Classes and Exams End</td>
<td>August 5</td>
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<tr>
<td>Grades Due</td>
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<tr>
<th>Holidays and Special Events</th>
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<tr>
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<td>July 3</td>
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<td>MPH Pinning Ceremony, Atlanta</td>
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<td>Memorial Day</td>
<td>May 30</td>
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<tr>
<td>Independence Day, 2016</td>
<td>July 4</td>
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DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Philip Tobin, Chair and Clinical Assistant Professor; Director of Physician Assistant Program
Asif Saberi, Clinical Associate Professor and Medical Director
Jill Mattingly, Clinical Assistant Professor and Associate Academic Coordinator
Ami Robinson Steele, Clinical Assistant Professor and Clinical Coordinator
Martha Sikes, Clinical Assistant Professor and Academic Coordinator
Lisa Dickerson, Clinical Assistant Professor
Hank Heard, Clinical Assistant Professor
Sheena Brown, Clinical Assistant Professor

Master of Medical Science (Physician Assistant) Degree Program

Accreditation
Mercer University’s Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; telephone (770) 476-1224; http://www.arc-pa.org. The Physician Assistant Program has been granted Continuing Accreditation by ARC-PA through September 2017.

Program Description
The Master of Medical Science (Physician Assistant) Program is a 28 month long program which consists of a 13 month didactic phase, followed by a 15 month clinical and professional didactic phase.

Profile of the Physician Assistant Graduate
The Physician Assistant graduate of the Mercer University will be able to:

1. Elicit an accurate and thorough medical history
2. Perform a complete and problem focused physical examination
3. Develop a diagnostic plan using medical informatics and evidence-based medicine
4. Initiate an individualized therapeutic management plan
5. Provide patient-centered verbal and written instructions
6. Accurately document medical records
7. Perform medical and surgical procedures consistent with a primary care physician assistant
8. Promote administrative, management, and research skills
9. Demonstrate a commitment to professionalism in all situations
10. Dedicate oneself to a process of lifelong learning

Admission Process and Requirements
The application process and minimum expectations for applicants to be considered for admission into the Master of Medical Science degree program include the following:

- A centralized application is available on the CASPA website (http://www.caspaonline.org). Applicants must go to this website, complete the...
online application, and submit to CASPA the appropriate fees, official transcripts from each college/university previously attended, and contact information for references who will be submitting letters of reference to CASPA. A minimum of three letters of reference are required and must be sent via the Electronic Letters of Reference (eLOR) Service of CASPA. One of these letters must be from a physician assistant (PA) or medical doctor (MD or DO); one must be from a college/university-level professor or instructor; and one must be from a non-relative.

- In addition to a CASPA application and electronic letters of reference, applicants must submit the online Supplemental Application (http://author.mercer.edu/mu-chp/admissions/mercer-pa-supplemental-application.cfm), and a non-refundable $25 supplemental application fee sent to:
  
  PA Admissions – AACC 447  
  Mercer University  
  3001 Mercer University Dr  
  Atlanta, GA 30341

- Preferred minimum cumulative undergraduate (and relevant Science-related graduate degree) GPA of 3.00 on a 4.00 scale. Preferred minimum Natural Science GPA of 2.90 or higher.

- Completion of a Bachelor’s of Science/Arts degree from regionally accredited American college or university and the following prerequisite courses are required prior to enrollment in the PA Program:
  
  General Biology (2 courses with labs)  
  Microbiology (1 course with lab taken within the last 10 years)  
  Human Anatomy (1 course with lab taken within the last 10 years)  
  Human Physiology (1 course with lab taken within the last 10 years)  
  General Chemistry (2 courses with labs)  
  Organic Chemistry (1 course, lab optional)  
  Biochemistry (1 course, lab optional)  
  Introductory or General Psychology (1 course)  
  English Composition (2 courses)  
  Statistics or Biostatistics (1 course)

- Applicants may be conditionally accepted with up to four outstanding prerequisite courses pending in the spring, three outstanding prerequisite courses pending in the summer, and two outstanding prerequisite courses pending in the fall; however, all prerequisites must be completed prior to enrollment in the Physician Assistant Program.

- Online courses will not satisfy laboratory course requirements.

- Only grades of C or better are acceptable for prerequisite coursework.

- Human Anatomy and Physiology courses are preferred. Anatomy and Physiology prerequisites can be fulfilled by completing a two course combined sequence of Anatomy and Physiology with labs.

- Submission of Graduate Record Examination (GRE) scores from the General Test, including the Verbal, Quantitative, and Analytical Writing sections. Preference given to applicants whose minimum GRE combined score (Verbal and Quantitative) is 300 or higher, and minimum Analytical Writing score is 3.5.
or higher. GRE scores must be submitted to CASPA using code 0441 (Mercer U Phys Asst CASPA).

- Applicants must complete a minimum of 1000 hours of Clinical Experience demonstrating hands on patient care.

- International applicants must submit an official evaluation of their foreign credentials by one of three approved evaluation agencies (World Education Services, (preferred), Josef Silny & Associates, or American Association of Collegiate Registrars and Admissions Officers). Applicants whose native language is not English must demonstrate satisfactory proficiency in English language as measured by the Test of English as a Foreign Language (TOEFL). A minimum official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS is required for admission. Tests must be taken within two years from the application to the PA Program.

- Applications are reviewed on a rolling basis as they become complete. Applicants with incomplete applications are not considered for admission into the Physician Assistant Program. Qualified applicants will be invited to visit the Physician Assistant Program for an interview.

- Applicants selected for admission into Mercer’s Physician Assistant Program are required to make a first non-refundable tuition deposit of $500 to confirm their position in the entering class. A second non-refundable tuition deposit of $500 is required and due by October 1st. Upon enrollment in the Physician Assistant Program, $1,000 will be applied toward the student’s first semester’s tuition, while the remaining $25 will satisfy the University’s matriculation fee.

- Submission of final official transcripts from all colleges/universities attended prior to enrollment. Accepted students must also comply with requirements regarding health and immunizations, background checks and drug screenings, and they must attest that they meet all Technical Standards as established by the Physician Assistant Program prior to their enrollment in the program. These Technical Standards are available on the website at https://chp.mercer.edu/physician-assistant/current-students/technical-standards.cfm. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.

Prospective students may request information through via email: paprogram@mercer.edu.

Guaranteed Admission Plus Degree (GAPD) Program

The Guaranteed Admission Plus Degree (GAPD) Program is especially designed for students who have expressed an interest in pursuing a career as a Physician Assistant. The GAPD Program offers a smooth transition for students enrolled at Mercer University’s College of Liberal Arts (CLA) in Macon to be granted admission to the Physician Assistant Program in the College of Health Professions on the Atlanta Campus. The GAPD student, upon graduation from high school, will enroll and complete three years and a minimum of 90 semester hours at CLA and then enroll in the Physician Assistant curriculum at the College of Health Professions. Upon successful completion of the first year at the College of Health Professions, the College of Liberal Arts will award the Bachelor of Science in Health Science degree.

The following requirements must be met by a GAPD Program student:

1. All undergraduate coursework must be completed at CLA.
2. An overall grade point average of 3.20 and a Natural Science grade point average of 3.20 must be maintained to continued GAPD status.

3. A minimum GRE combined score (Verbal and Quantitative) of 300 or higher, and minimum Analytical Writing score of 3.5 or higher.

4. Documentation of a minimum of 1000 hours of clinical experience involving direct, hands on patient care, 500 of which must be completed prior to application submission.

5. One of the three required letters of reference must be from a physician assistant or physician. One letter must be from a college professor or instructor.

6. Mandatory pre-professional advisement during year two with PA Program representatives.

7. Successful completion of an interview with program faculty during year three.

Students enrolled in the GAPD Program are required to submit an application, appropriate fees, and three letters of reference to CASPA (www.caspaonline.org). GAPDP students must also complete a supplemental application. GAPDP students are not required to submit a supplemental application for tuition deposit.

Any CLA student who does not qualify for the GAPD Program may apply to the Physician Assistant Program following the regular admissions procedure.

**Transfer Students / Advanced Standing**

A transfer student is any person who has ever been enrolled in another Physician Assistant program. The Mercer Physician Assistant Program does not grant advanced standing nor accept transfer credit from other Physician Assistant programs.

**Tuition, Required Fees, and Other Estimated Expenses**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition (per semester)*</td>
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<tr>
<td>Facilities and Technology Fee (per semester)</td>
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<tr>
<td>Textbooks - Didactic Phase</td>
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<td>Textbooks - Clinical Phase</td>
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<tr>
<td>Other Fees</td>
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Total estimated cost for students entering the Physician Assistant Program in January 2016: $77,843*

* Tuition is fixed per cohort of Physician Assistant students while they are in the PA Program. Tuition per cohort and fees are estimated and are subject to change upon the recommendation and approval of the Board of Trustees.

**Other fees include fees for lab, medical equipment, and other costs associated with background screenings/drug tests and immunizations as required by the PA Program and its clinical affiliates.

***This estimate does not include other expenses (i.e. health insurance, laptop and PDA, housing, transportation, professional organization dues). We recommend you budget an additional $5,000 to cover expenses associated with the 15 months of clinical internship.

**Background Checks and Drug Screenings**

Background checks and drug screenings are required for all Physician Assistant (PA) students as part of their participation in the program. Students will incur charges
associated with the background check(s). Once admitted to the program, the students are asked to have a drug screen and background check completed by November 15 preceding their initial enrollment in the PA Program. If either test is deemed positive by the verification company, the matter will be brought before the Director of Admissions and Student Affairs and Director of the Physician Assistant Program for review. The student’s acceptance could possibly be reversed and the student not allowed to matriculate based on the results of these evaluations. Neither the University nor the Physician Assistant Program will be held liable for a student’s failure to graduate or obtain a state license due to a positive criminal background check or drug screen. Repeat criminal background checks and drug screens may be required as determined by the PA Program or clinical site. The PA Program will identify an acceptable verification company with a competitive rate for students to use prior to matriculation.

Health, Immunizations, and Basic Life Support Certification

All Physician Assistant students are required to complete a Certificate of Immunization form and submit it along with the appropriate documentation of immunizations and Health Insurance prior to enrollment. All Physician Assistant students are required to provide documentation annually of influenza vaccination and tuberculosis screening. Failure to meet immunization requirements may result in delayed matriculation and/or cancellation of a clinical rotation.

All Physician Assistant students are required to successfully complete a certification course in basic life support for healthcare practitioners prior to their enrollment.

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University’s sponsored student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists (through the Chartis website: https://studentplan.corehealthbenefits.com/mercer). Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: http://bursar.mercer.edu/studentinsurance/. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan. A summary of benefits is available on the Chartis website (https://studentplan.corehealthbenefits.com/mercer)

Physician Assistant students are encouraged to keep a personal file that includes copies of their current immunizations, health screenings, health insurance, basic life support certification, and any other pertinent documents that may be then easily accessed if requested by a clinical site.

Questions regarding these policies should be directed to the Credentialing Coordinator in the Physician Assistant Studies Department.

Academic Policies and Procedures

Attendance

Physician Assistant Program students will receive a class schedule for the semester that includes weekly schedules and course schedules. On occasion, the PA Program may not be able to strictly adhere to the posted schedule as many of the clinical guest lecturers are full-time healthcare providers. There will be times when a guest speaker will experience a last minute “emergency” or scheduling conflict. In those instances, every effort will be made to reschedule the class during regularly scheduled class times. Classes may be scheduled at an off-time, however, including weekends, evenings and
early mornings. The PA program faculty, with the approval of the Program Director, reserves the right to add additional hours to previously scheduled class hours when indicated. Attendance is mandatory for all examinations, both written and practical. Students are responsible for being present at the start of all examinations. Examinations will begin on time; students who arrive after an examination has begun will be denied admission to the examining room; thus jeopardizing their course grade.

Examinations

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the PA Program Director and the course coordinator.

Make-Up Examinations

It is the responsibility of each course coordinator to describe in the syllabus, or departmental policy and procedures manual, the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Advising

Primary Physician Assistant student advisement is conducted by members of the PA Program faculty who will avail themselves for student consultation as needed. Students will meet with their faculty advisor at the beginning of each semester then as frequently as needed.

Students are encouraged to seek assistance from the course instructor and/or their faculty advisor if experiencing academic difficulty early on as opposed to waiting until the examination time. Despite prior academic success, newly enrolled students in the PA Program often find the pace and depth of material to be somewhat overwhelming at first. The PA Program faculty stand ready to assist the student in successfully navigating the program materials and identifying appropriate resources when indicated.

The Academic/Clinical Coordinator will maintain close oversight of the student’s progress in concert with the course instructor, faculty advisor and Program Director. If a student is identified as experiencing academic difficulties, the student will meet with the course instructor and their faculty advisor. In certain circumstances, the Academic/Clinical Coordinator and Program Director may be involved during these meetings as well. Prior to these meetings, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these gatherings, the faculty will assist the student in identifying institutional resources and/or student services to assist them in their continued success in the program.

In an effort to be as successful as possible when participating in student advising, the following roles and expectations for the faculty advisor and student advisee have been established:

A. Role and Expectation of the Faculty Advisor:
   1. to listen to the student’s concerns or needs with empathy and understanding
   2. to be available during posted office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies
   3. to acquaint the student with available institutional resources and student services and, when appropriate, refer the student to specific services
   4. to monitor academic and clinical progress and to be available for consultation if the student’s progress is in jeopardy
5. when appropriate, share one’s professional experience in the areas of professional development, career opportunities, and personal growth as related to the PA profession

B. Roles and Expectations of the Physician Assistant Student Advisee:
1. to have a working knowledge of all Program policies and procedures
2. to provide contributory information in a clear, concise manner to facilitate the advising process
3. to offer insight into one’s academic performance and potential deficiencies that may exist
4. to act on academic recommendations and suggestions offered by the course instructor and faculty advisor
5. to be responsible for the successful completion of all coursework and practical experience throughout the didactic and clinical components of PA training
6. to follow-up on referrals for student services which may include professional counseling, campus health care services, disability services, etc.

Standards of Performance

In order for a student to remain in good standing while enrolled in the Physician Assistant Program, a student must obtain at a minimum a letter grade of “C” in all didactic coursework and maintain a semester and cumulative grade point average (GPA) of 2.50. At a minimum, students must receive an overall “satisfactory” evaluation with no unsatisfactory professional ratings in all clinical rotations. The Physician Assistant Program uses a lock-step/sequenced curriculum which is constructed to build upon the previously mastered material. It is incumbent that the student completes all course work in sequence in order to progress successfully through the program curriculum. In rare instances, a student may be given an incomplete (IC) for a given course and allowed to progress to the next semester. Students who receive a grade of incomplete in any didactic course prior to beginning the Clinical Phase of training will not advance to the clinical phase until all deficiencies related to the incomplete grade are resolved. Students who receive a grade of incomplete in any Clinical Rotation or during the Professional Didactic Phase may not graduate until all deficiencies causing the incomplete grade are resolved.

The grade of “F” indicates failure of a course and no credit is earned. A student who earns a grade of “F” in any didactic course or an “unsatisfactory” in any clinical rotation will not be allowed to proceed in the Physician Assistant Program until the Progress and Advancement Committee makes their recommendations concerning the student’s status. These recommendations may include but are not limited to the following: repetition of the course, completion of a substitute course, repetition of an entire semester, repetition of an entire year, or academic dismissal. The P&A Committee renders their decision based upon the overall quality of the individual student’s performance and mitigating circumstances.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin or disability.
The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within 30 days following the date that grades are posted online by the Registrar’s Office. The appeal should be completed within 60 days following initiation of the process.

2. The student must initiate the process by presenting the appeal in writing to the faculty member in charge of the course. The faculty member will render a decision in writing.

3. If the appeal is not resolved by the faculty member, the student may present it in writing to the Progress and Advancement (P&A) Committee. The committee will render a decision in writing.

4. If the appeal is not resolved by the P&A Committee, the student may present it in writing to the department chairman. The chairman will render a decision in writing.

5. If the appeal is not resolved by the department chairman, further appeal rights are limited. The student may present the appeal in writing to the Dean. This must be done within 10 days of the chairman’s decision. The appeal must specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the committee’s decision shall not be an appropriate ground for appeal at this level. In reviewing the appeal, the Dean will limit review to alleged failure to adhere to procedures, rules and regulations governing the appeal process or new information that was unavailable to the P&A Committee at the time of its determination. The Dean will render a decision in writing.

6. If the appeal is not resolved by the Dean, the student may present it in writing to the University Provost. The Provost will render a final decision in writing.

7. Written documentation as it relates to the Grade Appeal will be maintained in the Office of Student Affairs and Admissions.

**Academic Progression**

During and at the conclusion of each semester, the Progress and Advancement (P&A) Committee convenes to discuss the performance of PA students during their didactic coursework, clinical rotations, and their professional behavior throughout the Program. The P&A Committee is chaired by a PA faculty member selected by the Dean who is also joined on the Committee by core faculty members, course directors, instructors, clinical preceptors, ex-officio members including Program Director, Office of Student Affairs and Admissions, and other faculty from within the College. Students will be evaluated as performing satisfactorily, commendably, or in need of further guidance (probationary status). If a student performs unsatisfactorily, the faculty advisor will provide rationale that may have impacted the student’s performance and then the P&A Committee will develop a plan of intervention. The P&A Committee may recommend to the Program Director, that the student receive Academic or Professional Warning, Academic or Professional Probation, or Dismissal from the program. The Committee confers their findings to the Program Director.

**Probation/Dismissal**

Academic probation is a qualified status designated by the Progress and Advancement (P&A) Committee when a student violates one of the conditions set forth in the section on Academic Standing. A student recommended for academic probation by
the Progress and Advancement Committee will be advised of this action in writing by the Program Director. The letter will clearly outline the specified deficiency(s), requirements of probation, and timeline for the student to meet these requirements. It is necessary for the student to acknowledge receipt of this probationary letter and attest to their understanding of the conditions set-forth and timeline established in writing within 10 business days. When a student is placed on academic probation, the student’s academic progress is continuously reviewed throughout the semester. At their discretion, the P & A committee may convene and make recommendations which may include, but not limited to, removal from probationary status or further academic action. Additionally, students are required to act professionally and with integrity during their tenure at Mercer University. The Physician Assistant Program abides by the “Code of Professional Conduct” as written in the Mercer University College of Health Professions (CHP) Student Handbook. Students who violate the “Code of Professional Conduct” are subject to disciplinary action outlined by the CHP student handbook, or as recommended by the P&A Committee. The student’s continued enrollment in the PA Program will be based upon satisfactory results on the “Professional Performance Form” and the recommendations of the P&A Committee. In some special cases, a student demonstrating professional deficiencies may not receive probationary status; however, he/she will be rendered a letter of warning from the Program Director which will detail the specifics of the warning and recommendations for remediation. The student is to acknowledge receipt of this warning with a written response to the Program Director within 10 business days. A student who does not follow the recommendations set forth by the Program Director will be subject by the P&A Committee to Professional Probation or dismissal from the program. If a student would like to challenge the letter of warning, probation, or dismissal recommendations of the P&A Committee, they must do so in writing to the Associate Dean for Student Affairs and Admissions within 10 business days of receiving notification. The Associate Dean for Student Affairs and Admissions will review the case carefully and render a decision within 5 business days of receiving the students challenge.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar’s Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Master of Medical Science curriculum (totaling 129 semester hours) with a passing grade in each course and with a 2.50 cumulative grade point average.

2. Successful demonstration of professional performance standards throughout the student’s career in the Physician Assistant Program.


4. Recommendation by the faculty of the Physician Assistant Program with final verification by the Program Director.

5. Payment of all financial obligations to the University.

Curriculum

The Master of Medical Science degree is awarded upon completion of all didactic and clinical coursework.
Competencies of a Mercer Physician Assistant Graduate

1. Elicit a Medical History:
   a. Provide a physical environment conducive to patient comfort
   b. Establish rapport with patient (and/or family)
   c. Recognize and interpret verbal and non-verbal cues
   d. Elicit all relevant components of history to include: chief complaint, history of present illness, past medical history, social history, family history, and review of systems
   e. Recognize cultural, behavioral, and demographic variances and make adjustments according to individual patient needs

2. Perform a Physical Exam:
   a. Explain the examination procedure to the patient (and/or family)
   b. Ensure patient privacy and utilize chaperone when appropriate
   c. Utilize skills of inspection, palpation, percussion, and auscultation
   d. Measure and accurately record height, weight, and vital signs
   e. Examine all appropriate systems to include: general, HEENT, respiratory, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, neurological, integumentary, endocrine, and lymphatic
   f. Incorporate special exam techniques (e.g. Rovsing’s sign) when indicated
   g. Adjust exam process according to the patient’s condition, setting, and special needs

3. Develop a Diagnostic Plan:
   a. Recognize normal from abnormal physical and behavioral findings
   b. Carefully consider indications and contraindications for every diagnostic study
   c. Order appropriate diagnostic test(s) with consideration for cost effectiveness, sensitivity, specificity, and relative patient risk
   d. Discuss diagnostic plan with patient (and/or family) and obtain an informed consent when appropriate
   e. Interpret diagnostic studies
   f. Establish a differential diagnosis to include a working diagnosis
   g. Consider use of physician consultation and/or referral
   h. Establish a problem-oriented medical list

4. Develop a Therapeutic Plan:
   a. Apply principles of pharmacology and pharmacotherapeutics
   b. Obtain input from other members of the health care team
   c. Consider the patients overall medical condition, social circumstances, educational level, and ability to understand and carry-out the therapeutic plan
   d. Discuss the treatment plan using the appropriate language level with the patient (and/or family)
   e. Consider the use of non-pharmacological modalities as appropriate
   f. Confer with patient (and/or family) concerning the appropriate follow-up plan
   g. Adjust therapeutic management plan as appropriate

5. Provide Patient Education:
   a. Encourage patient participation concerning management plan and self-care
   b. Instruct patient on health promotion and disease prevention
c. Educate patient on use of prescription and non-prescription medications and their potential side effects/interactions
d. Provide language specific patient education materials
e. Assist patient (and/or family) with available community services as well as access to tertiary medical centers
f. Educate patient and family members concerning their medical condition and expected prognosis
g. Provide crisis intervention when indicated

6. Document Medical Records:
   a. Record date and time of all medical encounters
   b. Obtain accurate biographic data on each patient evaluation
   c. Organize data in appropriate system sections of the history
   d. Record patient history, physical examination, laboratory data, procedures, orders, etc.
   e. Document the location and description of physical findings
   f. Utilize the problem oriented medical record (POMR) and SOAP note formats
   g. Use both written and oral (dictation) communication methods
   h. Prepare summaries when indicated (discharge, surgical, etc.)
i. Obtain physician signature when appropriate
   j. Utilize the electronic medical record
   k. Consider use of telemedicine when available
   l. Maintain strict confidentiality of patient’s medical record

7. Perform Medical and Surgical Techniques:
   a. Practice aseptic techniques and universal precautions
   b. Perform wound management to include: irrigation, removal of foreign bodies, suturing, and dressing
   c. Carry out first and/or second assist in surgery
   d. Perform designated surgical procedures (e.g. biopsy)
   e. Obtain specimens (blood, fluid, tissue)
   f. Perform venous and arterial punctures
   g. Apply and remove casts and immobilization splints
   h. Administer medications via multiple routes
   i. Perform basic and advanced cardiac life support
   j. Use diagnostic equipment when appropriate

8. Promote administrative, management, and research skills:
   a. Comply with all practice/institutional, state, and federal laws and regulations
   b. Analyze practice experience and advocate practice-based improvement activities
   c. Use information technology (evidence based medicine) to support patient care decisions
   d. Practice cost effective health care and resource allocation without compromising quality of care
   e. Employ the appropriate system responsible for payment of services
   f. Participate in a formal peer review process
   g. Actively pursue scholarly research and teaching opportunities
   h. Accountable for insuring a safe environment for the patient
   i. Performs additional duties as directed by supervisory physician
9. Demonstrate Professionalism:
   a. Prioritize needs of patient over self
   b. Project respect, compassion, and integrity
   c. Maintain a professional relationship with physician supervisors and other health care providers
   d. Recognize limitations and seek physician counsel
   e. Protect and uphold patient confidentiality
   f. Use clear and effective oral and written communication skills
   g. Participate in service to the community and profession to include local, state, and national organizations
   h. Maintain accountability to patients, society, and the profession
   i. Conduct regular self-reflection activities and initiate self-improvement techniques and strategies
   j. Adheres to the AAPA “Guidelines for Ethical Conduct of the Physician Assistant Profession”
   k. Follows current “Standards of Care” in providing all patient care services

10. Commitment to Lifelong Learning:
   a. Maintain requirements for NCCPA certification
   b. Participate in regular literature review and reading
   c. Remain current in evolving medical/surgical trends and technology
   d. Provide education to the community and/or profession
   e. Engage in journal clubs and CME examination opportunities
   f. Participate in standardized medical exams (e.g. PAKRAT) and seek improvement in areas of weakness
# Mercer University Physician Assistant Program Curriculum
## Class of 2017

### Didactic Phase

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<td>Physiology/Pathophysiology (PA 521)</td>
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<td>Physical Diagnosis &amp; Lab (PA 560)</td>
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<td>Clinical Decision Making 1 (PA 511)</td>
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<td>Concepts of Medical Science (PA 523)</td>
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### Clinical / Professional Didactic Phase

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<td>Senior Seminar (PA 650)</td>
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<td>• Capstone Project 1</td>
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<tr>
<td>• Senior Seminar 2</td>
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Course Descriptions

PA 501. Medical Communication (1 hour)
Course emphasizes interviewing techniques, interpersonal communication skills, and communicating with diverse populations, language barriers and difficult personalities. Objective Structured Clinical Examination (OSCE) patients will be utilized to enhance interviewing skills of the student.

PA 502. Medical Ethics (1 hour)
Introduction to ethical issues as they relate to the medical field. Topics address informed consent, confidentiality, nonmaleficence and beneficence, patient decision making capacity, futile intervention, advance directives, end of life issues, assisted suicide, abortion, disclosing provider errors, HIV, human research, and health care provider issues.

PA 505. Concepts in Health Care (2 hours)
Introduction to health care issues in the medical field and the physician assistant profession. Topics address history and current trends in the profession, Georgia practice and prescriptive laws, professional organizations, national and state political issues, insurance coverage, malpractice, certification and licensure reimbursement and coding issues. The course additionally includes health care delivery, public health concerns, health policy, health prevention, and HIAPPA guidelines.

PA 511. Clinical Decision Making 1 (1 hour)
Course fosters critical thinking through case discussions; problem-based learning; and formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision making skills. Case studies will correlate with topics presented in the Physical Diagnosis course.

PA 512. Clinical Decision Making 2 (1 hour)
Continuation of Clinical Decision Making 1 Course. The course fosters critical thinking through case discussions; problem-based learning; and formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision making skills. Case studies will correlate with topics presented in the Clinical Medicine 1 course and will increase in complexity each semester.

PA 513. Clinical Decision Making 3 (1 hour)
Continuation of Clinical Decision Making 1 Course. The course fosters critical thinking through case discussions; problem-based learning and formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision making skills. Case studies will correlate with topics presented in the Clinical Medicine II course and will increase in complexity each semester.

PA 520. Human Anatomy (4 hours)
Study of basic histology, embryology, gross and functional anatomy in an organ-system approach. Course addresses cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument systems by lecture, laboratory and independent learning activities. The laboratory component of this course utilizes anatomical models, histology slides, prosected cadavers, plastinated specimens, radiologic images, cross-sections and virtual anatomy software applications for the laboratory.
PA 521. Clinical Physiology and Pathophysiology (3 hours)
Study of the physiological function of the cell and organ systems and the basic pathological and pathophysiological concepts of disease conditions in those systems. Course covers the following systems: cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument. Course topics will integrate with the corresponding topics presented in Human Anatomy.

PA 523. Concepts of Medical Science (2 hours)
Study of clinical microbiology, immunology and medical genetics. The microbiology section addresses normal flora, organism identification, classification, transmission, and pathogenesis of infection of bacterial, mycobacterial, rickettsial, fungal, parasitic and viral pathogens. Course additionally covers mechanism of action and resistance to antimicrobial drugs. The immunology module involves topics covering host defense mechanisms, cell-mediated and humeral immunity, hypersensitivity reactions, and immune-mediated diseases. The medical genetics module includes topics in rules of inheritance, human pedigrees, chromosomal abnormalities, genetic disease and counseling and genetic pharmacotherapy.

PA 530. Principles of Pharmacology (3 hours)
This course provides an in depth survey of the physiologic and biochemical aspects of the major groups of pharmacological agents. Both the pharmacokinetic and pharmacodynamics principles of pharmacology will be covered. The students will learn the major concepts of drug classification, mechanism of action of different drug classes, absorption, distribution, metabolism, elimination, and dose-response relationships. In addition, major drug interactions and adverse effects will be addressed.

PA 533. Pharmacotherapy 1 (3 hours)
This is the first course in a two semester series of that will cover the pharmacotherapeutic treatment of medical diseases. Course involves drug identification, mechanism of action, indications, contraindications, adverse reactions, drug interactions, routes of administration, cost effectiveness, and patient education. The course follows a system approach correlating with topics presented in the Clinical Medicine 1 course.

PA 534. Pharmacotherapy 2 (3 hours)
This is the second course in a two semester series of that will cover the pharmacotherapeutic treatment of medical diseases. Course involves drug identification, mechanism of action, indications, contraindications, adverse reactions, drug interactions, routes of administration, cost effectiveness, and patient education. The course follows a system approach correlating with topics presented in the Clinical Medicine 2 course.

PA 542. Diagnostic Interpretation 2 (2 hours)
Continuation of Diagnostic Interpretation 1 course. This course is the study of laboratory, imaging and diagnostic tests utilized in current medical practice. Course covers indications, contraindications, precautions, complications, techniques, cost effectiveness, and interpretation of medical diagnostic tests. Course will also provide an understanding of when and how to appropriately order a diagnostic test. This course will correspond to medical topics covered in the Clinical Medicine 2 course.

PA 545. Diagnostic Interpretation 1 (3 hours)
Study of laboratory, imaging and diagnostic tests utilized in current medical practice. Course covers indications, contraindications, precautions, complications, techniques, cost effectiveness and patient preparation. Emphasis will be placed on interpretation of medical diagnostic tests. Course will additionally provide an understanding of when and
how to appropriately order a diagnostic test for specific clinical presentations. This course will correspond to medical topics presented in the Clinical Medicine 1 course. The EKG section of this course is designed to instruct the physician assistant student how to interpret basic electrocardiography to include rhythm strips and 12-Lead EGG's. The course material is intended to augment prior lectures in anatomy, physiology, pathophysiology, emergency medicine, and clinical medicine. Additionally, this course will prepare the student to successfully understand and complete advanced cardiac life support (ACLS).

**PA 550. Behavioral Medicine**  
(3 hours)  
Study of common behavioral medical conditions and techniques in conducting a psychiatric interview. Course evaluates the signs and symptoms, etiology, diagnosis, differential diagnosis, and treatment of behavioral disorders. Also includes classifying disorders, substance abuse, eating disorders, sleep disorders, abuse and neglect, death and dying, childhood disorders, psychological testing, psychological therapy and pharmacological agents. Also covered are human sexuality topics on sexual development, sexuality in aging, adolescent sexuality, gender identity, gender roles, living with HIV, prevention of STDs, sexual health issues in diverse populations, sexual abuse, sexual dysfunctions and atypical sexual behavior.

**PA 561. Biostatistics forClinicians**  
(2 hours)  
This course is the first of a two part series that will introduce students to utilizing the best available evidence in current medicine along with clinical experience to more efficiently approach clinical challenges. This course will introduce the concepts of epidemiology, research design and biostatistics, and then teach students to apply them to the interpretation of medical literature. The goal of this course will be to produce clinically relevant answers to patient care questions.

**PA 562. Evidence Based Medicine for Clinical Practice**  
(2 hours)  
This course is the second of a two part series that will introduce students to utilizing the best available evidence in current medicine along with clinical experience to more efficiently approach clinical challenges. This course builds on the foundation established in EBM 1 and will utilize an interactive, case-based approach to develop a systematic and practical method for finding and utilizing the best evidence base for clinical decision making concerning clinical guidelines, diagnostic techniques and management strategies.

**PA 570. Emergency Medicine**  
(3 hours)  
Study of the evaluation, diagnosis, and management of trauma and acute care conditions that present to the emergency department. Includes topics covering multiple trauma, shock, wound management, environmental injuries, toxicology, orthopedic injuries, acute abdomen, pain control, emergency procedures, bioterrorism, and disaster medicine. Additionally addresses presenting emergent conditions in cardiology, respiratory, pediatric, gynecology, obstetrics, endocrinology, hematology and oncology.

**PA 572. Medical Nutrition**  
(1 hours)  
An online self-study course in the study of the nutritional care of the typical patient and special populations including geriatric, pediatric, diabetic, renal and cardiac patients and pregnant and lactating patients. Course also addresses vitamin and mineral deficiencies, proper dieting, nutritional supplements, herbal supplements, nutritional medical disorders, enteral and parenteral nutrition, and patient nutritional assessment.
PA 573. Surgical Medicine (3 hours)
Study of the evaluation, diagnosis, management of surgical medical conditions. The course addresses pre and post-op management, indications & contraindications of surgical intervention, common surgical procedures and complications, surgical techniques and instruments, sterile technique, operating room protocol, anesthesia, and surgical subspecialties.

PA 580. Physical Diagnosis and History Taking (6 hours)
An introduction to clinical medicine through history taking and physical examination techniques. Course includes eliciting a medical history; performing physical examination skills; reviewing anatomy, physiology and pathophysiology; and differentiating between normal and abnormal physical exam findings. A physical examination skills laboratory will be held weekly to allow students to practice history and physical exam skills.

PA 581. Clinical Medicine 1 (8 hours)
Course presents an organ-systems approach to the principles of acute and chronic disease processes in clinical medicine. Course involves a review of basic anatomy, physiology, and pathophysiology. Emphasis is placed on etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, management, patient education, indications for referral, and disease prevention. Course addresses medical conditions related to hematology, oncology, cardiology, pulmonology, gastroenterology, genitourinary, oral disease, and infectious disease. A clinical skills laboratory will be held weekly. Additionally, 1-2 patient encounters will be scheduled throughout the semester in which students will elicit a medical history and perform physical exams on patients in a clinical and appropriately document and orally present the patient findings.

PA 582. Clinical Medicine 2 (8 hours)
Continuation of Clinical Medicine 1 course. This course presents a systems approach to the principles of disease processes. Involves review of basic anatomy, physiology, and pathophysiology. Emphasis on etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, treatment, patient education, disease prevention. Covers medical conditions in dermatology, endocrinology, neurology, orthopedics, rheumatology, obstetrics, gynecology, fluids and electrolytes, otolaryngology, and ophthalmology. A skills laboratory will be held weekly. Additionally, 1-2 patient encounters will be scheduled throughout the semester in which students will perform a problem-focused medical history and physical exam on patients in a clinical setting, and appropriately document and orally present the patient findings.

PA 584. Clinical Medicine 3 (4 hours)
Course addresses pediatric, geriatric and rehabilitative medicine. Pediatrics covers medical problems affecting the newborn through the adolescent patient. Both pediatric and geriatric medicine modules emphasize etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, treatment, patient education, and disease prevention of medical conditions. The Rehabilitative medicine component addresses goals and factors influencing rehab, assistive devices, and gait, stroke and cardiac rehab. A skills laboratory will be held weekly covering the following areas: infant evaluation, child evaluation, geriatric evaluation, functional assessment and the use of assistive devices.

PA 650. Senior Seminar (3 hours)
The focus of this course to design, write and submit a research paper for publication. Research paper may involve either a patient case study or original research. This is an independent study course with required written assignments due at scheduled intervals.
throughout the clinical curriculum phase of the program. An oral presentation of the project utilizing Power Point will be required for course completion.

Clinical Rotation Practicums

PA 601. Family Practice Practicum  (5 hours)
This clinical practicum is an outpatient-based medical experience that focuses on the clinical aspects of family practice/primary care. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will be trained in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient.

PA 602. Internal Medicine Outpatient Practicum  (5 hours)
This practicum introduces students to the clinical aspects of outpatient adult ambulatory and geriatric medicine. Students will build on their clinical skills in performing outpatient complete history and physical exams and problem-focused history and physical exams, creating problem lists, and identifying the clinical presentation of chronic and acute medical disorders. Students will also develop differential diagnoses, formulate diagnoses, interpret diagnostic tests and design management plans for chronic and complex medical problems.

PA 603. Internal Medicine Inpatient Practicum  (5 hours)
This practicum focuses on the evaluation, diagnosis, and management of acute and chronic inpatient medical conditions. Students will perform inpatient complete history and physical exams, assist with consultations, and evaluate and management inpatients from admission to discharge. Students will be taught how to and interpret diagnostic tests commonly utilized in inpatient medicine and to perform clinical hospital procedures. Students will also be involved with inpatient hospital documentation to include the admission summary, history and physical examination, daily progress note, consultation note, and discharge summary.

PA 604. Women’s Health Practicum  (5 hours)
This practicum is designed to provide students with clinical experience in outpatient women’s healthcare. Focus will be on eliciting and performing the gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, and contraceptive counseling and management. The practicum will enable students to strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause and sexually transmitted diseases.

PA 605. Pediatric Medicine Practicum  (5 hours)
This practicum permits students to gain experience in an outpatient and/or inpatient pediatric setting. Students will be taught to care for patients ranging from neonates to adolescents through well-child and sick-child office visits. The goal of the practicum is for students to recognize the clinical presentation of common pediatric medical problems and then develop differential diagnoses, formulate diagnoses and design management plans for these patients. This practicum will reinforce the knowledge and clinical application of drug dosing, immunizations, growth and developmental milestones, common diagnostic procedures, nutritional assessment, documentation and communication with parents and pediatric patients.

PA 606. Emergency Medicine Practicum  (5 hours)
This practicum introduces students to the clinical evaluation, diagnosis and management of acute medical and trauma conditions that present to the emergency department.
Students will be taught to triage patients, perform problem-focused history and physical examinations, develop differential diagnoses, formulate diagnoses, and design management plans for patients presenting to the emergency department. Students will also be trained in performing emergency procedures, recognizing life-threatening medical conditions, and assisting with resuscitation efforts. This practicum also focuses on utilizing diagnostic procedures essential to the emergency medicine setting.

**PA 607. General Surgery Practicum (5 hours)**
This practicum introduces students to the clinical evaluation, diagnosis and surgical management of patients in the general surgery setting. Students will be trained in pre-operative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, operating room protocol and surgical techniques, emergent surgical cases, and documentation specific to surgical patients. Students will learn common surgical procedures and the description, indications, contraindications, and complications of each. Additionally, students will gain experience in interpreting diagnostic tests utilized in the general surgical environment.

**PA 608. Behavioral Medicine Practicum (5 hours)**
This practicum introduces students to a variety of behavioral medicine problems in an outpatient and/or inpatient setting. Students will perform psychiatric interviews and physical examinations, assist with individual and group psychological counseling, perform psychological testing, and participate in management strategies for the psychiatric patient. This practicum is designed to train students in recognizing psychiatric medical conditions through clinical presentation and the psychiatric interview.

**PA 609. Orthopedic Medicine Practicum (5 hours)**
This practicum focuses on chronic, acute, and emergent musculoskeletal conditions that present to the orthopedic setting. The practicum introduces the student to clinical, surgical outpatient, surgical inpatient, consultation, and operating room orthopedics. Students will learn to recognize the clinical presentation of common general orthopedic conditions, to utilize and interpret orthopedic diagnostic procedures, and to perform orthopedic procedures.

**Elective Rotations**

**PA 611. Elective Practicum 1 (5 hours)**
For this practicum the student will be permitted to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including core general rotations and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical rotation site only with the assistance and permission of the faculty Clinical Coordinator.

**PA 612. Elective Practicum 2 (5 hours)**
For this practicum the student will be permitted to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including core general rotations and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical rotation site only with the assistance and permission of the faculty Clinical Coordinator.
Post-Graduate Training Programs

Mercer-Piedmont Physician Assistant Residency in Advanced Cardiology

The Mercer-Piedmont Physician Assistant Residency in Advanced Cardiology is a collaborative effort between The Mercer University Physician Assistant Program and Piedmont Heart Institute.

The residency is an intensive 12-month program. A monthly stipend will be provided to the resident.

Physician Assistant residents will participate in the admission and consultation of cardiac patients to the intensive care units. Responsibilities will include rounding on nights, weekdays, and weekends. Residents will rotate through cardiac subspecialties including, but not limited to, general and interventional cardiology, electrophysiology, advanced heart failure, and cardiothoracic surgery. The residents will acquire skills necessary to contribute to the management of advance cardiac disease pathophysiologies, such as cardiogenic shock, advanced coronary disease, cardiac arrhythmias, and valvular heart disease.

Additionally, residents will work with experts in advanced imaging techniques such as cardiac catheterization lab, echocardiography, and cardiac MR/CT. There will be ongoing opportunities to obtain Category I CME throughout the year.

The Mercer-Piedmont PA Residency is the first Advanced Cardiology PA Residency program.

A certificate of training is awarded by Mercer University and Piedmont Heart Institute upon successful completion of the residency program.
DEPARTMENT OF PUBLIC HEALTH

Nannette Turner, Chair and Associate Professor; Director of Public Health Program
Huey Chen, Professor; Director of the Center for Evaluation and Applied Research
Suzie Lamarca Madden, Instructor and Academic Coordinator
Cheryl Gaddis, Assistant Professor of Practice
Mary Mathis, Assistant Professor of Practice
Jimmie Smith, Assistant Professor of Practice, Liaison for Academic Health Department

Adjunct Faculty
Brian Rood, Professor
Bradley Lian, Associate Professor

Accreditation
The Public Health (PH) program is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; telephone (220) 789-1050; http://www.ceph.org. The MPH Program has been granted accreditation by CEPH through July 1, 2019. The MPH Program educates students to become community responsive health professionals who are trained to meet health industry needs in public health, business, managed care agencies, insurance companies, and government, with emphasis on rural and underserved areas. This goal will be achieved by: providing students with expertise in defining and prioritizing community health problems; developing disease prevention, health promotion, and health education strategies; data management and interpretation; assessing and utilizing health information technologies; health services evaluation; and strategic health planning.

Master of Public Health Degree Program Description
Completion of the MPH degree should take no more than two (2) years full-time (five semesters) or five (5) Years part-time. Full-time enrollment will be considered nine (9) semester hours; halftime will be considered (6) semester hours. A graduate student may not register for more than nine (9) credits hours during fall, spring, and summer semesters unless the overload has been approved by the Program Director.

Profile of the Master of Public Health Graduate
The Mercer MPH graduate is skilled, possesses core values, works competently with vulnerable populations, makes a difference for the better, and is service oriented.

Admission Process and Requirements
The Master of Public Health (MPH) Program offers students a rewarding opportunity to help reduce health disparities and to improve the quality of life for families and communities. The generalist MPH degree offers skill sets that open various doors to opportunities in the field. A host of specialists including educators, epidemiologists, biostatisticians, journalists, researchers, administrators, environmentalists, demographers, social workers, laboratory scientists, and attorneys work to protect the health of the public from health threats while promoting wellness and health prevention.

The MPH admissions committee will evaluate each applicant based on his or her academic record, personal qualities, work experience, personal goals, and interview. For International applicants, the application deadline for fall entrance is May 1. For domestic applicants, the application form deadline for fall entrance is June 1. Applications are
reviewed on a rolling basis as they become complete. Applicants with incomplete applications are not considered for admission into the Master of Public Health Program.

Primary applications must be submitted online via SOPHAS (http://www.Sophas.org). The materials listed below are required to complete the application to the Master of Public Health Program:

- A completed formal online MPH application for the Master of Public Health program a non-refundable fee of $150 for domestic applicants and $150 for international students.

- An overall undergraduate grade point average of 2.85 or higher based on a 4.00 scale is required. Occasionally students may be admitted conditionally with a GPA of less than 2.85. Students admitted under conditional status must maintain a cumulative GPA of 3.00 for the first 9 hours of core curriculum. Students with a GPA less than 2.50 are not considered for admission.

- A bachelor’s degree or equivalent from a regionally-accredited U.S. institution or recognized international institution is required for admission into the MPH Program. All entering students must have completed at least one college-level Math course.

- Official test results from either the Graduate Record Exam (GRE) taken within the last five years or the completion of a master or doctoral degree program. The institutional codes for the GRE are Institution Code 5025 and Department Code 0616. There are no score requirements regarding GRE; however, it is recommended that GREs taken before July 2011 have a combined score of 1000 or higher and a writing score of 4 or higher. For GREs taken since August 2011, the combined score should be 295 or higher, and a writing score of 4 or higher.

- A 750 word essay on the subject of how the mission of the MPH Program aligns with the applicant's life, educational, and career goals.

- Three letters of reference (two of the three letters must be from either current or previous college professors and/or employers, the third may be a college professor, employer or friend).

- Required Community Service Hours: A minimum of 30 hours as an active participant in a service or community project. Examples of this service/volunteer experience include work in an after-school program, volunteering with a food bank or shelter, etc. This information should be reported as part of your SOPHAS application.

- In-person interviews are required with Public Health faculty. Case-by-case exceptions may be necessary, (e.g., foreign or cross-country applicants may be exempt from attending in-person, although they will then be required to attend a phone or Skype interview ).

- Certification of Immunization – This certificate must be completed, signed and returned to the Mercer University Student Health Center prior to enrollment in the program.

In addition to the requirements stated above, international students must also supply the following:

- A professional course-by-course evaluation with grade point average calculation for all academic credentials earned outside the United States.
accompanied by the originals must be sent to Admissions from one of the following agencies: World Evaluation Services (WES), Josef Silney & Associates, Inc., or American Association of Collegiate Registrars and Admissions Officers (AACRAO). A GPA of less than 2.85 on a 4.00 scale is considered to be inadequate for admission to the MPH Program.

- TOEFL Scores - Qualified students applying for the MPH Program whose native language is not English may be eligible for admission if they can show proficiency in English. The University’s minimum proficiency level is a score of 20 on each section of the Test of English as a Foreign Language (TOEFL). The official TOEFL scores are 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)] or 6.5 IELTS. The institutional codes for the TOEFL are Institution Code 5623 and Department Code 0616.

- A Declaration of Finances, as evidence of the ability to meet the costs of an education at Mercer. This may include the requirement of banking statements, sponsor letters or other forms of substantiation. The University requires each international applicant to complete a Declaration of Finances in U.S. dollar equivalents, and this declaration is subject to approval by the Director of International Admissions. The student should supply a financial statement of $25,000 USD.

Office of International Programs Contact Information

<table>
<thead>
<tr>
<th>Atlanta Campus</th>
<th>Macon Campus</th>
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</thead>
<tbody>
<tr>
<td>Luxi Williams</td>
<td>Nicole Baker</td>
</tr>
<tr>
<td>Atlanta Campus Advisor</td>
<td>Macon Campus Advisor</td>
</tr>
<tr>
<td>Mercer University</td>
<td>Mercer University</td>
</tr>
<tr>
<td>Day Hall 101</td>
<td>1400 Coleman Ave</td>
</tr>
<tr>
<td>3001 Mercer University Dr</td>
<td>Macon GA 31207</td>
</tr>
<tr>
<td>Atlanta GA 30341</td>
<td><a href="mailto:baker_nh@mercer.edu">baker_nh@mercer.edu</a></td>
</tr>
<tr>
<td>Williams <a href="mailto:lz@mercer.edu">lz@mercer.edu</a></td>
<td>+1 (478) 301-2582</td>
</tr>
<tr>
<td>+1 (678) 547-6109</td>
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One Year Fast Track Program Admission

Students may complete their MPH degree in one year if they meet the qualifications. In order to qualify for the One Year Fast Track, a student must either have a bachelor’s degree with a GPA of 3.50 or higher and submit a GRE score, or have already obtained a graduate degree.

Types of Admissions

Degree-seeking

Degree seeking applicants are those who wish to pursue a Master of Public Health (MPH) degree and who have met the requirements for acceptance to the MPH Program.

Conditional

An undergraduate GPA of 2.85 on a 4.00 scale is required for admission. Occasionally students may be admitted conditionally with a GPA of less than 2.85. Students with less than a 2.50 undergraduate GPA will not be considered for admission. Applicants who are conditionally accepted must maintain a GPA of 3.00 for the first 9 hours of core curriculum.
Contingent

Contingent acceptance indicates that most of the requirements for a complete application have been met. To gain full acceptance, all requirements for the application must be received by the start of the fall semester of the year of acceptance.

Non-degree seeking

Non-degree seeking applicants are those who do not wish to pursue an MPH degree, but wish to take courses. All applicants must have completed a bachelor’s degree to be eligible for non-degree seeking application. If non-degree seeking students decide to apply for degree-seeking status, an application must be submitted within 5 years of completion of courses taken under non-degree seeking status. If admitted as a degree-seeking student, only 15 course hours with a letter grade of B or better may be applied to the degree.

Transient

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the home institution indicating the student’s good standing. The authorization must be accompanied by a completed application and fee for admission to Mercer’s MPH Program. An official transcript from the home institution, submitted with the application, is also required.

Transfer

Upon request, Mercer University will review previously earned graduate credits for transfer. MPH students in good standing are allowed to transfer a maximum of 6 credit hours toward the Mercer MPH degree. Credit transfer requests for core curriculum courses MUST come from a CePH accredited program AND the grade MUST be a B or better. Credit transfer requests regarding elective(s) credit MUST come from a regionally accredited program AND MUST meet a B or better grade criteria. The final determination with respect to credit transfer requests, however, will be made by the MPH department Chair on a case-by-case basis.

Deferment Policy

Students interested in deferring their enrollment must indicate on their Intent to Enroll Confirmation Form that they will defer and provide an explanation of their reasons for deferral. If admission is granted, a deferral is valid for one year only. The following applicants are ineligible for deferral: non-degree seeking, transfer, transient, conditional, and contingent.

Laptop Requirements

Windows-Based Systems

**Recommended**

1. Intel Core 2 Duo
2. 2GB (or more) RAM
3. Windows XP, Vista, or 7

**Network Card**

A wireless network card: 802.11 g Minimum, 802.11 n

**Network Configuration automatically**

Systems must have TCP/IP installed with configuration set to obtain IP address from Mercer’s DHCP server

**Battery Life**

Computers must be able to run a full classroom day (3 hours) without charging or being plugged in. Classroom does not provide for powered operation and there are a limited number of outlets in the break room.
Web Browser  Internet Explorer is required to install Cisco Network Access Control and Windows updates.

Antivirus Software  All students are required to run an antivirus software package. Several packages (some free, some commercial) are supported on the network. For more information, see Mercer’s IT website.

Software  Microsoft Office is included in the Virtual Desktop configuration, but can be purchased via Mercer IT at a special student rate.

Network Access  Mercer employees and students are available to assist with basic system configurations to establish access to the Internet. Dial 478-301-7000 in Macon or 678-547-8989 in Atlanta for assistance with network access.

Macintosh Systems

Recommended
1. 2.0 GHz Intel Core 2 Duo
2. 2GB (or more) RAM
3. Mac OS 10.4 Tiger or later

Configuration

Network Card  A wireless network card: 802.11 g Minimum, 802.11 n Recommended

Network Configuration  Systems must have TCP/IP installed with configuration set to automatically obtain IP address from Mercer’s DHCP server

Battery Life  Computers must be able to run a full classroom day (3 hours) without charging or being plugged in. Classroom does not provide for powered operation and there are a limited number of outlets in the break room.

Web Browser  Firefox for Mac is recommended and can be downloaded from http://www.mozilla.com/en-US/firefox/. Students must abide by the license restrictions imposed for this product.

Antivirus Software  All students are required to run an antivirus software package. Several packages (some free, some commercial) are supported on the network. For more information, see Mercer’s IT website.

Software  Microsoft Office is included in the Virtual Desktop configuration, but can be purchased via Mercer IT at a special student rate.

Network Access Assistance  Mercer employees and students are available to assist with basic system configurations to establish access to the Internet. Dial 478-301-7000 in Macon or 678-547-8989 in Atlanta for assistance.

Tuition, Required Fees, and Other Estimated Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per semester)*</td>
<td>$8,307</td>
</tr>
<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150</td>
</tr>
<tr>
<td>Textbooks (per semester)</td>
<td>$500</td>
</tr>
<tr>
<td>Other Fees **</td>
<td>$1,140</td>
</tr>
<tr>
<td>Total estimated cost for students entering the Master of Public Health Program in August 2015</td>
<td>$43,325*</td>
</tr>
</tbody>
</table>

* Tuition per cohort and fees are estimated and are subject to change upon the recommendation and approval of the Board of Trustees.

** Other fees for virtual software to allow students access to all MPH software including Microsoft Office, SPSS, etc, student insurance, and practicum/internship fees.
***This estimate does not include other expenses (i.e. health insurance, laptop and PDA, housing, transportation, professional organization dues).

**Immunizations and Health Insurance**

*Certificate of Immunization*

The “Mercer University Student Health Form” is required and must be signed by a physician or other health care provider, and stamped with the provider’s name and address. No other immunization forms or physician records will be accepted. Students are encouraged to keep photocopy of this completed form for their personal records. The Student Health Form is a Mercer document and will not be forwarded to other institutions.

**MMR**

All students born after 1956 must provide a statement of immunization against Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A statement of “up to date” is not sufficient. Two doses of Measles (Rubeola) vaccine are required. You must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician’s statement is required) but not proof of Rubella. If a student is unable to provide dates of immunization to Measles, Mumps and Rubella, he or she may document immunity by blood test at the student’s expense. If this testing shows no immunity to Measles, Mumps, or Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.

**Tuberculosis (PPD) Skin Test**

Tuberculosis screening (within the past year) is required of all new students. Students at risk for TB will be required to have a PPD skin test (Mantoux). The tine tuberculosis test is not acceptable. Students should be tested regardless of prior BCG vaccination. Any student with a positive skin test will be required to provide a report of a normal chest x-ray (done after the positive PPD) to be eligible to register. A physician should evaluate individuals with a positive tuberculosis skin test.

**Additional Immunizations**

Immunizations for the following diseases are recommended, but not mandatory: chickenpox (varicella), hepatitis A, hepatitis B, polio, and tetanus. The most recent tetanus booster should have been within the past 10 years. Immunization against meningococcal meningitis is recommended for college students.

Do not assume that childhood immunizations are adequate; requirements have changed during the past several years. Medical facilities in the U.S. and in other countries are required to keep records of vaccinations. Additional sources of immunization information include doctors’ offices, health departments, and schools. Students should make copies of the completed health form for their own files, and then mail the original forms. Do not rely on health care providers, family members, or other colleges to mail the forms.

In some instances, an exemption from the immunization policy may be allowed. A letter is required which states the reason for the exemption and the status of the exemption as permanent or temporary. Exemptions from compliance with the immunization policy include:

1. Religious exemption, written on letterhead stationery, signed by a religious official and notarized.
2. Medical exemption, written on office stationery, and signed by a health care provider.

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Health Insurance

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University’s sponsored student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists (through the Chartis website: https://studentplan.corehealthbenefits.com/mercer). Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: http://bursar.mercer.edu/studentinsurance/. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan. A summary of benefits is available on the Chartis website (https://studentplan.corehealthbenefits.com/mercer).

Academic Policies and Procedures

Attendance

The Master of Public Health Program students will receive a course schedule prior to each semester. Faculty expectations about attendance are included in course syllabi. Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with their faculty regarding the date of the absence at the beginning of each semester or session, or at least two weeks prior to the dates of the absence. The disposition of missed assignments will be arranged between the faculty member and the student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the faculty. Students who feel that their academic performance will be compromised by the alternative assignment/examination timetable may ask that the Dean review the faculty’s decision. Eligibility for remediation requests require that the student participate in class at least 80% of the time, as prescribed in each course syllabus.

Examinations

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the MPH Program Director and the course coordinator.

Make-Up Examinations

It is the responsibility of each course instructor to describe in the syllabus, or departmental policy and procedures manual, the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Advising

Primary Public Health student advisement is conducted by members of the Public Health Program faculty who will avail themselves for student consultation as needed. Students will meet with their faculty advisor a minimum of two times each semester, and more frequently as needed.

Students are encouraged to seek assistance from the course instructor and/or their faculty advisor if experiencing academic difficulty early on as opposed to waiting until the examination time. The Public Health Program faculty stand ready to assist the student in successfully navigating the program materials and identifying appropriate resources when indicated.
The Academic Coordinator will maintain close oversight of the student’s progress in concert with the course instructor, faculty advisor and Program Director. If a student is identified as experiencing academic difficulties, the student will meet with the course instructor and their faculty advisor. In certain circumstances, the Academic Coordinator and Program Director may be involved during these meetings as well. Prior to these meetings, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these gatherings, the faculty will assist the student in identifying institutional resources and/or student services to assist them in their continued success in the program.

In an effort to be as successful as possible when participating in student advising, the following roles and expectations for the faculty advisor and student advisee have been established:

Role and Expectation of the Faculty Advisor:
1. to listen to the student’s concerns or needs with empathy and understanding
2. to be available during posted office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies
3. to acquaint the student with available institutional resources and student services and, when appropriate, refer the student to specific services
4. to monitor academic progress and to be available for consultation if the student’s progress is in jeopardy
5. when appropriate, share one’s professional experience in the areas of professional development, career opportunities, and personal growth as related to the public health profession

Roles and Expectations of the Public Health Student Advisee:
1. to have a working knowledge of all Program policies and procedures
2. to provide contributory information in a clear, concise manner to facilitate the advising process
3. to offer insight into one’s academic performance and potential deficiencies that may exist
4. to act on academic recommendations and suggestions offered by the course instructor and faculty advisor
5. to be responsible for the successful completion of all coursework and practical experience throughout the public health training
6. to follow-up on referrals for student services which may include professional counseling, campus health care services, disability services, etc.

Standards of Performance
A student seeking a master’s degree must complete all program requirements within five years from the time of formal enrollment in his or her first graduate course in the MPH Program.

The minimum standard for satisfactory academic achievement (good standing) is a grade point average of 3.0 for graduate students. A cumulative grade point average of 3.00 is one of the requirements for graduation from the MPH program. In addition to meeting the 3.00 requirement for graduation, students also must have no more than 2 grades of “C” and/or “C+” in the entire graduate work. Grades below a “C” do not count.
toward a MPH degree. Students not meeting the minimum academic standard will be placed on academic caution, academic warning, or academic exclusion as defined below. A student may repeat only one course to improve a letter grade of “C” or “C+.”

In rare instances, a student may be given an incomplete (IC) for a given course and allowed to progress to the next semester. All work for a course an “IC” is received must be completed the subsequent enrolled semester or within one year. Students who receive a grade of incomplete in any course may not graduate until all deficiencies causing the incomplete grade are resolved.

**Remediation Policy**

If a student earns a grade of F, (s)he may submit a request to remediate the course. Eligibility for remediation requests require that the student participate in class at least 80% of the time, as prescribed in each course syllabus. To request remediation, the student must submit the request to the course instructor and copy the MPH Program Chair within 15 business days from the day grades are posted by the registrar. The course instructor will accept or reject the request for remediation. If the student’s request is rejected, the student may appeal to the Program Chair through the appeals process outlined in the handbook. If the student is dissatisfied with the appeal to the Chair (s)he may continue the appeals process through the Dean of the College.

A student is allowed to remediate only one course and the final remediation grade will be no higher than a grade of B. The student must complete all remediation requirements by the withdrawal date of the semester following the course being remediated. Grades of C or higher are not eligible for remediation.

**Grade Appeal Procedure**

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin or disability.

The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within 30 days following the date that grades are posted online by the Registrar’s Office. The appeal should be completed within 60 days following initiation of the process.

2. The student must initiate the process by presenting the appeal in writing to the faculty member in charge of the course. The faculty member will render a decision in writing.

3. If the appeal is not resolved by the faculty member, the student may present it in writing to the appropriate department chairperson. The department chairperson will render a decision in writing.

4. If the appeal is not resolved by the department chairperson, the student may present it in writing to the chairperson of the Academic Performance and Standards Committee. The committee will render its decision in writing.

5. If the appeal is not resolved by the Academic Performance and Standards Committee, further appeal rights are limited. The student may present the appeal in writing to the Dean. This must be done within 10 days of the committee’s decision. The appeal must specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the committee’s decision shall not be an appropriate ground for appeal at this level. In reviewing the appeal, the Dean will limit review to alleged failure to
adhere to procedures, rules and regulations governing the appeal process or new information that was unavailable to the Academic Performance and Standards Committee at the time of its determination. The Dean will render a final decision in writing.

6. Written documentation as it relates to the Grade Appeal will be maintained in the Office of Student Affairs and Admissions.

Academic Caution, Warning, and Exclusion

*Academic Caution*

The first semester that a student receives a “C” or “C+”, the student will be placed on academic caution.

*Academic Warning*

Upon receiving the second “C” or “C+,” the student will be placed on academic warning.

*Academic Exclusion*

A student will be permanently excluded from the program upon receiving a third letter grade of “C” or “C+.” Also, a student will be permanently excluded from the program with a letter grade of “F.”

Time of Completion and course Load

Completion of the MPH Program should take no more than two (2) years full-time or five (5) years part-time. Full-time enrollment will be considered nine (9) semester hours; halftime will be considered (6) semester hours. A graduate student may not register for more than nine (9) credit hours during fall, spring, and summer semesters unless the overload has been approved by the Program Director.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar’s Office in the semester prior to completing degree requirements.

Degree Audit for May Graduation / Commencement

During the fall semester the Registrar’s Office sends a letter to all students who are potentially eligible to participate in commencement to encourage them to file an application for graduation. From these applications the degree auditing process is initiated, which is a joint responsibility of the Registrar’s Office and the program administration. It is our goal to insure that students stay on track in their degree program and to identify potential problems at an early date so we can avoid any last minute surprises, which may delay a student’s graduation.

Final Check / Recommendation for May Graduation

As soon as fall grades are entered, the Registrar’s Office will check grade point averages and notify candidates who have less than a 3.00 GPA, as well as those who are missing other degree requirements.

Degree Requirements

- Completion of the Master of Public Health curriculum (totaling 42 semester hours) with a passing grade in each course and with a 3.00 cumulative grade point average. The student may have no more than two letter grades of “C”.
- Successful completion of the internship and capstone in public health.
- Completion of the required 40 hours of public health service.
- Successful clearance granted by the Office of the Registrar.
Participation in Commencement Ceremonies

Only those students who have completed thirty six (36) credit hours by the end of spring semester will be eligible to participate in Commencement. This requirement may include students to whom degrees have already been awarded during the current academic year (in the preceding summer and fall semesters).

Diplomas

Diplomas are not distributed during commencement and will be available in the Registrar’s Office only. Diplomas are ordered after all degree requirements are met. Graduates will be notified when their diploma is ready for pickup.

CURRICULUM

The Master of Public Health degree is awarded upon completion of all didactic and practical coursework.

Competencies of a Mercer Master of Public Health Graduate

1. Assesses the health status of rural and underserved populations and their related determinants of health and illness (e.g. factors contributing to health promotion and disease prevention, availability and use of health services).

2. Uses methods and instruments for collecting valid and reliable quantitative and qualitative data for rural and underserved populations.

3. Uses information technology to collect, store, and retrieve data for rural and underserved populations.

4. Analyzes information relevant to specific public health policy issues related to rural and underserved populations.

5. Utilizes decision analysis for policy development and program planning for rural and underserved populations.

6. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency for rural and underserved populations.

7. Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences in rural and underserved populations.

8. Incorporates strategies for interacting with persons from diverse backgrounds including rural and underserved populations, cultural, socioeconomic, educational, racial, ethnic, and sexual orientation.

9. Considers the role of cultural, geographic, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services in rural and underserved populations.

10. Responds to diverse needs that are the result of cultural and geographic differences in rural and underserved populations.

11. Explains the dynamic forces that contribute to cultural and geographic diversity in rural in underserved populations.

12. Assesses community linkages and relationships among multiple factors (or determinants) affecting health in rural and underserved populations.
13. Describes the role of governmental and non-governmental organizations in the delivery of community health services in rural and underserved populations.

14. Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health.

15. Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs in rural and underserved populations.

16. Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention in rural and underserved populations.

17. Develops a programmatic budget for a project which serves rural and underserved populations.

18. Evaluates program performance which targets rural and underserved populations.

19. Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals in rural and underserved populations.

20. Incorporates systems thinking into public health practice in rural and underserved populations.
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## Mercer University Master of Public Health Program Curriculum

<table>
<thead>
<tr>
<th>MPH Y1 Fall Semester</th>
<th>Hours</th>
<th>MPH Y1 Spring Semester</th>
<th>Hours</th>
<th>MPH Y1 Summer Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MPH 601 Principles of Public Health Practice</td>
<td>3</td>
<td>MPH 611 Principles of Epidemiology</td>
<td>3</td>
<td>MPH 793 Public Health Internship</td>
<td>3</td>
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<tr>
<td>MPH 641 Disease Prevention &amp; Health Promotion</td>
<td>3</td>
<td>MPH 631 Environmental Health</td>
<td>3</td>
<td>MPH 728 Social Determinants of Health (interchangeable with MPH 722) OR Elective 1</td>
<td>3</td>
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<tr>
<td>MPH 621 Basic Biostatistics &amp; Health Measures</td>
<td>3</td>
<td>MPH 652 Public Health Management</td>
<td>3</td>
<td>Elective 2</td>
<td>3</td>
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<td>Total Semester Hours</td>
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<td>Total Semester Hours</td>
<td>9</td>
<td>Total Semester Hours</td>
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<table>
<thead>
<tr>
<th>MPH Y2 Fall Semester</th>
<th>Hours</th>
<th>MPH Y2 Spring Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 675 Community Health Needs</td>
<td>3</td>
<td>MPH 723 Minority Health &amp; Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>MPH 722 Overview of Rural Health (interchangeable with MPH 728)</td>
<td>3</td>
<td>MPH 794 Capstone</td>
<td>3</td>
</tr>
<tr>
<td>MPH 730 Introductory Program Evaluation</td>
<td>3</td>
<td>Total Semester Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Semester Hours | 9     | Total Semester Hours | 9     |

Total Program Hours: 42 Credit Hours
The Center for Evaluation and Applied Research (CEAR)

The Center for Evaluation and Applied Research (CEAR) conducts state-of-the-art evaluation and applied research to enhance program planning and outcomes in public health, education, and human services; provides high quality evaluation training and education; and advances evaluation science by bridging the expertise of researchers and practitioners.

The Center provides evaluation and applied research services for public health and other government agencies, school districts, community-based organizations, and foundations to help them meet their accountability and program improvement needs.

Services

The Center applies cutting-edge evaluation theory and methodology in its evaluation and research services in the following areas:

- **Program planning**
  - Needs assessment
  - Development of a logic model or program theory to strengthen the quality of a program and ensure the quality and usefulness of its evaluation

- **Implementation evaluation**
  - Formative evaluation
  - Process evaluation

- **Outcome evaluation**
  - Validity-focused outcome evaluation
  - Real-world effectuality evaluation
  - Viability evaluation
  - Transferability evaluation

- **Capacity building for utilizing evaluation and monitoring information for program improvement**
  - Utilizing evaluation for improving program planning and implementation
  - Establishment of a system to monitor an organization’s implementation processes and/or outcomes on an ongoing basis

- **Applied research**
  - Instrument design and data collection
    - Surveys and questionnaires (online, telephone, paper)
    - Focus group and interview protocols
    - Observation protocols
    - Document review, tracking templates
  - Quantitative and qualitative data analysis

CEAR Evaluation Certificate Program

Admissions Criteria

The Evaluation Certificate Program is offered to current students, professionals, and others in areas of public health, education, and human services to further their knowledge and skills in program evaluation. Admissions requirements for those applying for the Evaluation Certificate are as follows:

Non-degree seeking applicants are those who do not wish to pursue an MPH degree, but wish to take courses. All applicants must have completed a bachelor’s degree to be eligible for non-degree seeking application. Non-degree seeking students may take as many classes as desired. If non-degree seeking students decide to apply for degree-seeking status, an application must be submitted within 5 years of completion.
of courses, and a GRE is required. If admitted as a degree-seeking student, only 15 course hours with a letter grade of B or better may be applied to the degree. GPA and letter of recommendation requirements still apply for non-degree seeking applicants.

- A GPA of 2.85 is required for regular admission to the MPH program
- GRE Score submission requirement within the past 5 years (applicants holding a Master’s degree or higher are exempt)
- International students must submit TOEFL scores. A minimum score of 550 is required
- Three letters of reference

Transient students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the home institution indicating the student’s good standing. The authorization must be accompanied by a completed application and fee for admission to Mercer’s MPH program. An official transcript from the home institution, submitted with the application, is also required.

Certificate Requirements

All students must have the equivalent of four full-time evaluation course semester credit hours to earn the Evaluation Certificate. Policy information and specifics relating to the Evaluation Certificate are available in the Department of Public Health. Students interested in applying for participation in the Evaluation Certificate Program should contact the Department of Public Health – (478)301-5478.

The Mercer Evaluation Certificate Program provides innovative education that meets an existing need for expertise among public health professionals who are seeking to enhance their marketability by further developing their capabilities in evaluation. Students enrolled in the Evaluation Certificate Program pursue the following courses:

MPH 730 Introductory Program Evaluation
MPH 731 Advanced Program Evaluation
MPH 732 Applied Data Collection Techniques and Analysis for Program Evaluation
MPH 734 Program Evaluation Practicum

Students who complete all four course requirements (12 credit hours) are awarded an Evaluation Certificate.

Doctor of Physical Therapy / Master of Public Health

Program Description

Mercer University’s College of Health Professions is pleased to present the Doctor of Physical Therapy/Master of Public Health (DPT/MPH) dual degree program. The role of the physical therapist in health promotion and wellness is increasing, as is the role of the public health practitioner in addressing societal health concerns, and evaluating community-based programming. Sharing the goals of promoting wellness and health promotion, advocating for improved health of individuals and society, reducing health disparities, and improving the quality of life for families and communities, students in the DPT/MPH dual degree program will be challenged to confront complex health issues, such as improving access to health care, and reducing environmental hazards and injury.

Graduates of this program will be empowered to serve the needs of humankind on an individual and societal level. The accrediting agencies for both programs, the Commission on the Accreditation of Physical Therapy Education (CAPTE) and the Council on Education in Public Health (CEPH), have approved this venture.
Students admitted to the DPT/MPH program will complete both degrees in 4 years, completing 30 credits of the 42 credit MPH program in year 1 (Fall and Spring semester), followed by the required 135 credits in the 3-year, 8 consecutive semester, DPT program. Three courses required for the MPH degree (two elective courses, and the Public Health Internship) will be fulfilled by selected courses in the DPT program. Students will have opportunities to complete one twelve-week clinical internship in a public health setting.

**Program Outcomes**

The outcomes and learning objectives for the DPT and MPH programs will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The student learning objectives for the DPT include developing practitioners who:

1. Provide effective and efficient patient/client-centered care to diverse populations across the lifespan.
2. Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendation in all aspects of patient/client management.
3. Adhere to professional and ethical standards of conduct in compliance with the APTA and to the laws and guidelines that regulate the practice of physical therapy.
4. Participate as providers and advocates for the health promotion, wellness and fitness of individuals and society.
5. Manage available human, financial, material, and/or technological resources in a variety of traditional and nontraditional settings.
6. Pursue lifelong professional development regarding clinical excellence, service, and scholarship.
7. Collaborate effectively as a member and leader of an interprofessional team to provide evidence based and patient-centered care.

The program objectives for the MPH programs revolve around the profession's nine competencies. The program objectives are listed under the competency headings and include:

**Analytic/Assessment Skills**

1. Assesses the health status of rural and underserved populations and their related determinants of health and illness (e.g. factors contributing to health promotion and disease prevention, availability and use of health services)
2. Uses methods and instruments for collecting valid and reliable quantitative and qualitative data for rural and underserved populations
3. Uses information technology to collect, store, and retrieve data for rural and underserved populations

**Policy Development/Program Planning Skills**

1. Analyzes information relevant to specific public health policy issues related to rural and underserved populations
2. Utilizes decision analysis for policy development and program planning for rural and underserved populations

**Communication Skills**

1. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency for rural and underserved populations
2) Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences in rural and underserved populations

Cultural Competency Skills

1) Incorporates strategies for interacting with persons from diverse backgrounds including rural and underserved populations, cultural, socioeconomic, educational, racial, ethnic, and sexual orientation
2) Considers the role of cultural, geographic, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services in rural and underserved populations
3) Responds to diverse needs that are the result of cultural and geographic differences in rural and underserved populations
4) Explains the dynamic forces that contribute to cultural and geographic diversity in rural in underserved populations

Community Dimensions of Practice Skills

1) Assesses community linkages and relationships among multiple factors (or determinants) affecting health in rural and underserved populations
2) Describes the role of governmental and non-governmental organizations in the delivery of community health services in rural and underserved populations

Public Health Sciences Skills

1) Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health
2) Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs in rural and underserved populations
3) Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention in rural and underserved populations

Financial Planning and Management Skills

1) Develops a programmatic budget for rural and underserved populations
2) Evaluates program performance in rural and underserved populations

Leadership and Systems Thinking Skills

1) Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals in rural and underserved populations
2) Incorporates systems thinking into public health practice in rural and underserved populations

Admission Requirements and Procedure

Applicants must apply to each program according to the guidelines in the Admissions Process and Requirements section for the MPH and DPT programs.

After successful admission to the Doctor of Physical Therapy program, the student with a strong academic record and demonstrated interest in community-based health promotion and injury prevention will apply to the MPH program. The admissions requirements for the dual degree are the same as for each individual degree.
Program Requirements

MPH Year 1

Fall (15 hours)
- MPH 601 Principles
- MPH 675 Community Health Needs
- MPH 722 Overview Rural Health
- MPH 724 Health Program Development and Evaluation
- MPH 621 Biostatistics

Spring (15 hours)
- MPH 611 Epidemiology
- MPH 631 Environmental Health
- MPH 653 Public Health Management
- MPH 723 Minority Health
- MPH 728 Social Determinants

DPT Year 2 (DPT degree is 135 hours; all courses are required)

Fall
- 500 Gross Anatomy I
- 501 Applied Anatomy I
- 502 Professional Development I: Professional Behaviors and Communication
- 503 Research I: Evidence-Based Practice
- 504 Health Promotion Across the Lifespan
- 508 Service-Learning I
- 510 Pharmacology and Systems Pathophysiology

Spring
- 530 Gross Anatomy II
- 531 Applied Anatomy II
- 535 Management of Patients/ Clients with Cardiovascular and Pulmonary Conditions
- 536 Clinical Examination and Interventions I
- 539 Clinical Experience I
- 540 Foundational Musculoskeletal Sciences
- 550 Neuroscience

Summer
- 561 Movement Sciences
- 563 Research II: Methods and Assessment
- 564 Psychosocial Considerations in Patient/Client Management
- 565 Management of Patients/ Clients with Integumentary Conditions
- 566 Clinical Examination and Interventions II
- 568 Service-Learning II
- 571 Differential Diagnosis
DPT Year 3

Fall
- 603 Research III: Critical Inquiry and Appraisal
- 604 Geriatric Considerations in Patient/Client Management
- 605 Management of Patients/ Clients with Musculoskeletal Conditions I
- 606 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions I
- 609 Clinical Experience II
- 615 Management of Patients/ Clients with Neuromuscular Conditions I
- 616 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics

Spring
- 632 Professional Development II: Health Care Systems and Policy
- 633 Research IV: Research Intensive
- 634 Pediatric Considerations in Patient/Client Management
- 635 Management of Patients/ Clients with Musculoskeletal Conditions II
- 636 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions III
- 638 Service-Learning III
- 645 Management of Patients/ Clients with Neuromuscular Conditions I

Summer
- 669 Clinical Internship I (12 weeks)

DPT Year 4

Fall
- 702 Professional Development III: Management
- 703 Research V: Translation
- 709 Clinical Internship II (12 weeks)

Spring
- 732 Professional Development IV: Leadership
- 737 Comprehensive Review
- 739 Clinical Internship III (12 Weeks)

Tuition
Students will pay the DPT semester tuition for each semester.

Academic Advisement
Students are assigned advisors in both programs upon admission into the dual degree program.

Doctor of Pharmacy / Master of Public Health Program

Program Description
Sharing the goals of promoting wellness and health promotion as advocates for the health of individuals and society, and to help reduce health disparities and to improve the quality of life for families and communities, students in the dual degree program will be challenged to confront complex health issues, such as improving access to health care, reducing environmental hazards, and injury. The primary target audience includes Doctor of Pharmacy students with strong academic records and interest in public health. The
PharmD/MPH program will be ongoing. The curriculum of the MPH program consists of 42 credit hours, and the traditional program occurs over 5 semesters for full-time student. The curriculum for the Doctor of Pharmacy program consists of 149 hours and is designed to be completed in 7 semesters. The students admitted to the PharmD / MPH program will complete both degrees within 5 years depending upon when they enter the MPH program.

Two elective courses (6 credit hours total) required for the MPH degree will be fulfilled following three (2 credit hour) Pharm D courses: PHA 309 Research Design and Literature Evaluation, PHA 308 Health Care Delivery, and PHA 312 Leadership and Advocacy in Pharmacy. Pharmacy students are required to take 8 credit hours of electives during their second and third years. Eight credit hours of courses in the MPH program will be counted as elective credits toward the doctor of pharmacy degree. Current resources are sufficient to implement the program. The instructional delivery methods for the public health and PharmD program courses will remain unchanged.

Admission Requirements and Procedure

Admissions processes for each program remain unchanged. Acceptance into each program, per the outlined criteria available on the website, is required. Pharmacy students will need to have at least 120 hours of college credits and complete the Graduate Record Examination (GRE) to be admitted to the MPH program. If, at any time, the student's cumulative grade point average in pharmacy school drops below a 3.0, the student will not be permitted to enroll in MPH courses until such time as a 3.0 is achieved. Additionally, a student on academic probation in the PharmD program will not be allowed into MPH courses while taking pharmacy courses. To ensure students are aware of program expectations and requirements, students who are considering this program will need to take MPH 601 Principles of Public Health (fall semester) and MPH 611 Principles of Epidemiology (spring semester). Currently, there is adequate space in the MPH program to accommodate 10 pharmacy students per year. If more than 10 students apply, then students will be selected based on GRE scores and GPA.

Program requirements

MPH Courses:
- MPH 601. Principles
- MPH 675. Community Health Needs
- MPH 722. Overview Rural Health
- MPH 730. Introductory Program Evaluation
- MPH 621. Basic Biostatistics and Health Measures
- MPH 611. Epidemiology
- MPH 631. Environmental Health
- MPF 653. Public Health Management
- MPH 723. Minority Health
- MPH 728. Social Determinants
- MPH 794. Capstone

Summer 793
- Public Health Internship (will also count as one Advanced Pharmacy Practice Experience (APPE)
### Pharmacy Courses

#### First Year

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>PHA 306 Introduction to Pharmacy</td>
<td>PHA 308 Health Care Delivery</td>
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<tr>
<td>PHA 309 Research Design and Literature</td>
<td>PHA 312 Leadership and Advocacy in Pharmacy</td>
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<td>PHA 303 Communication Skills for Pharmacists</td>
<td>PHA 305 Pharmacy Management</td>
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<tr>
<td>PHA 310 Pharmacy Law and Ethics</td>
<td>PHA 340 General Principles of Pharmacotherapy</td>
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<td>PHA 325 Principles of Pharmaceutical Sciences</td>
<td>PHA 326 Pharmaceutics</td>
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<td>PHA 324 Medical Immunology</td>
<td>PHA 328 Principles of Pharmacokinetics</td>
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<td>PHA 381 Introductory Pharmacy Practice</td>
<td>PHA 382 Introductory Pharmacy Practice Experience</td>
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<td>PHA 372 Practice of Pharmacy II</td>
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#### Second Year

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<tr>
<td>PHA 450 Nervous System Disorders I</td>
<td>PHA 452 Cardiovascular/Renal Disorders</td>
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<tr>
<td>PHA 451 Nervous System Disorders II</td>
<td>PHA 453 Cardiovascular/Renal Disorders II</td>
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<td>PHA 456 Integument and Special Senses</td>
<td>PHA 454 Cardiovascular/Renal Disorders III</td>
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<td>PHA 401 Pharmaceutics Laboratory</td>
<td>Introductory Pharmacy Practice Experience IV</td>
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<tr>
<td>Introductory Pharmacy Practice Experience</td>
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<td>PHA 473 Practice of Pharmacy III</td>
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#### Third Year

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<tbody>
<tr>
<td>PHA 550 Musculoskeletal Disorders and Pain</td>
<td>PHA 553 Pulmonary Disorders</td>
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<tr>
<td>PHA 551 Endocrine Disorders</td>
<td>PHA 554 Infectious Disease I</td>
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<td>PHA 552 Gastrointestinal Disorders</td>
<td>PHA 555 Infectious Disease II</td>
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<td>Introductory Pharmacy Practice</td>
<td>PHA 557 Hematology/Oncology</td>
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<td>PHA 575 Practice of Pharmacy V</td>
<td>PHA 586 Introductory Pharmacy</td>
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#### Fourth Year

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<td>APPE 3- Acute Care Pharmacy Practice</td>
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<tr>
<td>APPE 4- Acute Care Pharmacy Practice</td>
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<tr>
<td>APPE 5- Ambulatory Care Pharmacy Practice</td>
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<td>APPE 6- Service Based Pharmacy Practice</td>
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<td>APPE 7- Elective I</td>
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<td>Pharmacotherapy Case Conference 650</td>
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APPEs can occur in any order, 7 out of 9 blocks (one block will be taken by MPH 793 Public Health Internship)
**Academic Advisement**
Students are assigned advisors in both programs upon admission into the dual degree program.

**COURSE DESCRIPTIONS**

All courses are 3 credit hours. A minimum of 42 credit hours is required to fulfill the degree requirements.

**Core Courses - All Required (15 hours)**

Core courses are those which are based on the five core areas of public health and are required to be taught by the accrediting body. Required courses are those which focus on the mission of the program in the areas of rural and underserved.

**MPH 611. Principles of Epidemiology** (3 hours)
This course focuses on the basic concepts and principles of epidemiology. The course is designed to introduce students to the concepts of epidemiological methods and their practical applications including understanding disease distribution pattern in time, place and population and how to find the determining factors. The course presents different types of study designs, including case-control study, cross-sectional study, cohort studies, randomized trials, ecological study, risk estimation, and causal inferences. The course demonstrates interactions between epidemiology and policy development.

**MPH 621. Basic Biostatistics and Health Measures** (3 hours)
This course focuses on the principles and reasoning underlying fundamental biostatistics and on specific inferential techniques commonly used in public health research. During the course, students will be given the opportunity to calculate, interpret, and critique basic descriptive and inferential statistics relative to public health and medical research. In addition, the course includes numerous opportunities for participants to examine and critically evaluate published literature in terms of statistical processes and research design. Fundamentals of statistical programming techniques with Excel or SPSS will be emphasized throughout the course.

**MPH 631. Environmental Health** (3 hours)
This course reviews basic concepts of environmental health, includes physical, chemical, biological, psychosocial aspects of environmental health, and applies them to the prevention of environmentally induced diseases. In this review process, the course examines issues related to biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing air, water, food, and soil quality. The latter includes laws enforced by the Environmental Protection Agency (EPA), and the other agencies. This course addresses global environmental health concerns, outlines the basic approach to risk assessment, and the principles of risk management and risk communication.

**MPH 641. Disease Prevention and Health Promotion** (3 hours)
Prerequisite: MPH 601 Principles of Public Health.
This course serves to introduce the student to the arena of public health theory, health-related communication strategies, and general methods of planning, implementing, and evaluating health promotion and disease prevention programs in community and clinical settings. The curriculum will include discussions on the linkages between overall health and behavior; specific theories related to individual, group, and organizational behavior; and current research on processes useful for infusing theory into program design.
MPH 664. Computer-Based Applications and Outcome Measures (3 hours)
This course focuses on epidemiologic examples addressing clinical and community issues; computer-based project management focuses on study design, data collection, and quality control. The use of common software applications will be reviewed, and the aspects of computer networks as public health data sources are introduced.

MPH 652. Public Health Management (3 hours)
This course explores management and leadership within public health organization through the analysis of public health entities, general management principles as applied to these entities, and the impact of regional, national, and global policy relative to public health in the United States. Each class session is designed to provide students with opportunities to explore a diverse array of ideas and perspectives as well as issues and forces that impact public health delivery and management. A mixture of lecture, interactive discussions, and exercises will be utilized throughout the course.

Required Courses – All Required (15 hours)

MPH 601. Principles of Public Health Practice (3 hours)
This course focuses on the implications for the management of public health services. There will be an examination of key contemporary issues related to the basic sciences of public health, as well as issues related to the organization and management of health services. Additionally, this course explores foundational elements necessary for the competent practice of public health.

MPH 675. Community Health Needs Assessment (3 hours)
The community health needs assessment course covers conceptual and methodological knowledge and skills related to assessing and analyzing a community’s health status in the context of planning for health services and formulation of health policies. Emphasis is placed on learning selected social and behavioral science theories and methods related to interpreting census data, survey data, vital statistics and other data in a variety of storage media.

MPH 722. Overview of Rural Health (3 hours)
This course provides an introduction to the basic facts and trends that affect the health and healthcare resources of rural people. Students will also examine the contextual and social structural attributes of rural communities and how these affect individual and population health. Critical health and health policy issues will also be examined.

MPH 723. Minority Health and Health Disparities (3 hours)
Prerequisites: MPH 641 Disease Prevention & Health Promotion; MPH 675 Community Health Needs Assessment.
This course introduces students to the knowledge and skills needed to address racial, ethnic and vulnerable population health disparities. Students will conduct community-based research that emphasizes the elimination of health disparities in racial/ethnic minority and vulnerable communities. Students will examine the process of engaging in community development where health disparities exist and also examine policy development at the local, state, national and international levels.

MPH 724. Health Program Development and Evaluation (3 hours)
Prerequisites: MPH 621 Biostatistics; MPH 611 Epidemiology; MPH 641 Disease Prevention & Health Promotion.
This course is designed to help students develop skills necessary to program planning, budgeting, and evaluation planning. Students will be given both a theoretical and practical foundation for program planning, implementation and evaluation in a variety of
settings. Students will also be introduced to the fundamentals of grant writing and budget preparations. This course can be substituted for MPH 730.

**MPH 730. Introductory Program Evaluation (3 hours)**
This course examines different evaluation techniques and applications widely employed to appraise the implementation and effectiveness of intervention programs in health promotion, education, and human services. Through the application of research design and methodology, students are introduced to the benefits of logic models, program theory, performance measurements, process evaluation, and outcome evaluation among other evaluation techniques. Emphasizing theory and practice, students critically examine ethical and political dimensions of program evaluation and consider how these influence current practices and future directions. This course can be substituted for MPH 724.

**Electives – 6 Hours Required**

**MPH 651. Communications in Public Health Practice (3 hours)**
This course focuses on teaching effective strategies for the dissemination of public health information at the local level. This course develops students’ skills in information sharing with community members, policy makers, health care personnel, and the media about potential or real health problems and risks.

**MPH 663. Intermediate Biostatistics (3 hours)**
Prerequisites: MPH 621 Biostatistics; MPH 611 Epidemiology.
This course builds upon the material learned in Basic Biostatistics and Principles of Epidemiology. Specially, the course focuses on multivariate methods of analysis for epidemiologic and clinical studies including correlation, linear regression, and logistic regression. The course will utilize national, state and local data sets, and provide students practice in the analysis and presentation of data from actual public health population-based studies. Statistical programming techniques with SPSS and SAS will be applied throughout the course.

**MPH 665. Geographic Information Systems (3 hours)**
This course focuses on the uses of advanced computer-based techniques in current GIS and health marketing databases to assess the health of communities. It involves the application of geocoding and mapping health related data sets for the purpose of targeting special populations for health intervention efforts.

**MPH 711. Epidemiology II (3 hours)**
Prerequisites: MPH 611 Epidemiology.
Students will be taught research design and data analysis. This course focuses on the basic skills of conducting research frequently seen in the area of public health. The research design focuses on survey, including topic selection, sample selection, questionnaire design, conducting interviews, data collection, data management, data analysis and data interpretation. The case-control study design, ecological study design and program evaluation design are also discussed. The data analysis will focus attention on data entry, converting excel data set into SAS data set, and SAS data set management. The routine statistical methods using SAS software will be practiced by students.

**MPH 713. Health Systems and Policy (3 hours)**
This course will familiarize the student with the basic elements of the public and mental health delivery systems and health care delivery systems in rural and urban areas, with emphasis on Georgia systems. Specific topics for discussion include the availability, organizational structure and function, and hierarchy of current services. The course will
review the impact of local, state and federal programs on the delivery of public health services in the State of Georgia.

**MPH 714. Chronic Diseases** (3 hours)
This course focuses on review of major issues in chronic disease epidemiology, summarization of relevant pathology, and analogies of population determinants and strategies for prevention. Topics include risk factors, trends, interventions and health care issues. An interdisciplinary approach to prevention and control will be addressed. Readings and discussions on classical and contemporary research papers in cardiovascular diseases will be emphasized throughout the course.

**MPH 715. Infectious Diseases and Bioterrorism** (3 hours)
This course covers elements and principles for the investigation and prevention of infectious diseases. It will include surveillance models, study designs, laboratory diagnosis, principles of molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Infectious disease agents to be studied will include those that lend themselves to be used as bioterrorism weapons by virtue of their potential to affect a high degree of morbidity and/or mortality, in large segments of a susceptible population, and with relative speed and stealth.

**MPH 716. Advanced Seminar in Public Health** (3 hours)
The seminar will explore and analyze selected topics in public health. The topics may include contemporary issues in public health areas such as public health practice, assessing risks among cohorts, community-based prevention, eliminating health disparities, quality improvement issues in public health practice, and ethics in public health. The course will address the most important and current public health issues that are challenges for today’s public health professionals.

**MPH 717. Introduction to Law in Health and Human Services** (3 hours)
Introduction to Law in the Health and Human Services is an introductory course for non-lawyers in selected aspects of the law relating to public health. Major attention is paid to fundamental legal principles and legal reasoning, recurring legal issues confronted by public health agencies, and the use of law to advance a public health agenda. Emphasis is placed on giving students tools to use when they encounter law-related problems in their professional careers.

**MPH 718 Independent Research and Writing** (3 hours)
This course is designed to provide students opportunity to conduct independent research on a specific topic relevant to public health. It is intended for upper level MPH students at the end of their course work. The work will culminate in a written product suitable for publication in an appropriate peer reviewed journal.

**MPH 719. Community Case Study Analysis** (3 hours)
This course examines the ethical concerns and dilemmas in public health and the health delivery system of the United States in relation to current developments in healthcare with an emphasis on the community. Through an application of case studies, students are provided with an overview of many factors affecting health service providers, consumers of health services, and the administration processes that impact the provision of health services.

**MPH 720. Global Issues in Environmental Health** (3 hours)
This course is designed to provide students with an introduction to the key environmental issues confronting international health. The course will cover factors associated with environmental health problems in both the developed and developing world. Students gain an understanding of the interaction of individuals and communities with the
environment, the potential impact on health of environmental agents, and specific cases introducing concepts of global environmental health.

**MPH 721. Grant and Proposal Writing and Development**  (3 hours)
This course provides the framework to establish the fundamental written communication skills needed by public health professionals to develop competitive grant and proposals for agencies, foundations and community based organizations. Through a combination of practical hands-on applications of written communication skills, computer technology searches and evaluation tools students are provided with an introduction to the challenging discipline of grant proposal construction and submission.

**MPH 725. Environmental Monitoring and Risk Management**  (3 hours)
Prerequisites: MPH 631 Environmental Health.
This course is designed to provide students an opportunity to review and learn fundamentals and analytical approaches for environmental monitoring and to define multiple elements of environmental risk management. Class field trips and laboratory work are incorporated to complement the learning process. Sampling and analysis of water, air, and soil will be conducted. Through the review of different environmental health problems, such as asbestos, lead poisoning, and PCBs, students learn about the development of environmental risk management in the U.S.

**MPH 726. Maternal and Child Health**  (3 hours)
This course provides an overview of maternal and child health including history, legislation, key public health issues, and programmatic responses. Maternal and infant mortality, maternity care, child and adolescent health, and the special needs of children with disabilities form the core of this introductory course. It will familiarize students with a global perspective of the health problems of mothers and children in developing countries. Topics include nutritional assessment, growth monitoring, oral rehydration therapy, breast feeding, weaning foods, female literacy and women in development, food supplementation, nutritional deficiencies, sociocultural factors and community participation, health education, and organization of maternal and child health services.

**MPH 727. Systems Level Health Promotion**  (3 hours)
The course will provide students an overview of the history and theory of health promotion as they relate to practice in the legal, policy and community domains. The emphasis will be on the articulation of standardize models, theories and approaches with health promotion practice in the prevention of disease and the improvement in both quality and length of life for population. Students will develop the capacity to tailor research and programming to the needs and characteristics of aggregates of individuals to maximize length and quality of life, as well as to reduce and eliminate health disparities.

**MPH 728. Social Determinants of Health**  (3 hours)
This course is designed to provide an overview of the intersection between neuro-physiological processes and socio-economic factors which are known to be the most salient determinants of population health outcomes. Empirically based research findings will be used to explore the scientific justification for isolating different aspects of social and economic life as the primary determinants of population health and well-being.

**MPH 729. Foundations of Qualitative Research**  (3 hours)
The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of public health. Through its readings and assignments, this course will equip students with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets
of qualitative research is awareness of one’s own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout the course as they relate to those biases and to ethical research.

**MPH 731 Advanced Program Evaluation**

(3 hours)

Prerequisites: MPH 730 Introduction to Program Evaluation.

The course provides students with cutting-edge knowledge and tools associated with the frameworks of theory-driven evaluation and integrated evaluation perspective to holistically assess intervention programs in areas of health promotion, education, and human services. Students will learn how to indentify causal mechanism and external factors related to a program and integrate them into evaluation processes. In addition, students propose an advanced evaluation design that considers stakeholders’ perspectives, addresses competing demands of scientific rigor versus practical value, collects and analyzes data, and drafts reports that explain how to use the results of the evaluation to drive program improvement and meet accountability needs.

**MPH 732. Applied Data Collection Techniques and Analysis for Program Evaluation**

(3 hours)

In this course students survey the different techniques through which applied researchers and program evaluators in health promotion, education, and human services collect, manage, and analyze primary and secondary data. Students evaluate the different forms that primary and secondary can take and the strengths and limitations of both forms. Students critically examine a range of strategies to collect these data, including administrative record data, public-use micro data, surveys, focus groups, interviews, observations, among others. Students learn how to transform and manage these data prior to analysis. An array of different analytic techniques including basic descriptive statistics, coding, and content analysis are explored through hands-on activities.

**MPH 733. Program Evaluation Practicum**

(3 hours)

Prerequisites: MPH 730 Introduction to Program Evaluation; MPH 731 Advanced Evaluation; MPH 732 Applied Data collection Techniques and Analysis.

In this course students apply the principles and methods of program evaluation through a variety of applied activities that relate to pertinent topical areas in health promotion, education, and human services. Through group and individual activities, students practice and refine skills in: identifying program goals and objectives; creating measurements for these goals, designing appropriate data collection instruments; analyzing and interpreting data; and using data to modify and improve programs. Students explore issues of community health assessment, program implementation and fidelity, working within local contexts and cultures, evaluation ethics, and managing competing expectations. This course can be substituted for MPH 794.

**MPH 734 Program Evaluation Practicum**

(3 hours)

Prerequisites: MPH 730 Introduction to Program Evaluation; MPH 731 Advanced Evaluation; MPH 732 Applied Data Collection Techniques and Analysis.

In this course students apply the principles and methods of program evaluation through a variety of applied activities that relate to pertinent topical areas in health promotion, education, and human services. Through group and individual activities, students practice and refine skills in: identifying program goals and objectives; creating measurements for these goals, designing appropriate data collection instruments; analyzing and interpreting data; and using data to modify and improve programs. Students explore issues of community health assessment, program implementation and
fidelity, working within local contexts and cultures, evaluation ethics, and managing competing expectations.

**MPH 735. Health Policy (3 hours)**
This course provides an overview of health policy and tools for policy analysis. Evaluation of case studies on health care quality, law, medicine and ethics are included in this course, and the influence of politics, bureaucracy and social issues.

**MPH 736. Budgeting and Finance in Health (3 hours)**
Topics in this course include managerial accounting, operating budgets, cash budgets, break-even analysis, indirect cost allocation, variance analysis, the time value of money, capital budgeting, and long-term financing, developing a programmatic budget, cost-effectiveness, cost-benefit, and cost-utility analysis. Additionally, accounting for government, health care, and non-profit organizations, as well as analysis and communication about financial statements and how information is presented will be covered in this course.

**MPH 737. Health Informatics (3 hours)**
This course will be one of five health administration-related courses students can take to further their knowledge in the area of health administration within the Master of Public Health Program. These courses meet an existing need for expertise among public health professionals who are seeking to enhance their marketability by further developing their capabilities in health systems management, policy and evaluation.

**MPH 738. Health Management and Leadership (3 hours)**
This course provides an overview of approaches to process improvement, measuring and monitoring of organizational performance, concepts in organizational strategic planning, management and leadership. Case studies will be used to present scenarios for using tools and methods for leadership and management of organizations.

**MPH 799. Independent Study (3 hours)**
An advanced course in theory and research in public health. The student must submit a proposal for independent study which must be approved by the academic advisor and the program director prior to enrollment. No more than 3 credit hours are available.

**Capstone Series – Both Required**

**MPH 793. Public Health Internship (3 hours)**
The public health internship provides students with the opportunity to strengthen knowledge and skills attained in coursework. The student will observe a public health professional in practice, participate in daily activities in a public health agency, and will synthesize knowledge and skills by completing a project that benefits the organization and enhances student learning.

**MPH 794. Public Health Capstone (3 hours)**
The public health capstone will serve as a culminating experience in which students will demonstrate synthesis and integration of public health skills and knowledge. Students will provide evidence of mastery of programmatic competencies through the completion of a professional portfolio, including course artifacts and community service evidence. Additionally, students will either complete a final project emphasizing real world practice, or take the comprehensive exam to demonstrate their mastery of the public health competencies including the integration and application of the student’s knowledge to problems in public health.
DEPARTMENT OF PHYSICAL THERAPY

Leslie F. Taylor, Chair and Professor; Director of Physical Therapy Program
Joseph M. Donnelly, Clinical Associate Professor; Director of Post-Professional Education
Jeannette R. Anderson, Clinical Assistant Professor; Director of Clinical Education
Timothy J. McMahon, Clinical Assistant Professor; Mercer Physical Therapy Clinic Director
Jeffrey Ebert, Clinical Assistant Professor
Alyssa LaForme Fiss, Associate Professor
Ann Lucado, Assistant Professor
Ellen R. Perlow, Clinical Assistant Professor
David W. Taylor, Clinical Assistant Professor
Niamh Tunney, Clinical Assistant Professor
Deborah Michael Wendland, Assistant Professor

Accreditation

Mercer University’s Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Doctor of Physical Therapy Degree Program

Program Description

The Doctor of Physical Therapy Program provides the didactic and clinical preparation for a professional career as a physical therapist. The program of study is full-time and spans eight (8) consecutive semesters. Upon successful completion of the program, the student will be awarded the Doctor of Physical Therapy (DPT) degree.

Profile of the Doctor of Physical Therapy Graduate

The Mercer University Doctor of Physical Therapy graduate will:

1. Provide effective and efficient patient/client-centered care to a culturally diverse population across the lifespan.
2. Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendations in all aspects of patient/client management.
3. Adhere to professional and ethical standards of conduct in compliance with the APTA and to the laws and guidelines that regulate the practice of physical therapy.
4. Participate as providers and advocates for the health promotion, wellness, and fitness of individuals and society.
5. Manage available human, financial, material, and/or technological resources in a variety of traditional and non-traditional settings.
6. Pursue lifelong professional development regarding clinical excellence, service, and scholarship.
7. Collaborate effectively as a member and leader of an interprofessional team to provide evidence-based and patient-centered care.

**Admissions Process and Requirements**

The application process and minimum expectations for applicants to be considered for admission into the Doctor of Physical Therapy (DPT) degree program include the following:

- A centralized application is available on the PTCAS website (http://www.ptcas.org). Applicants must go to this website, complete the online application, and submit to PTCAS the appropriate fees, official transcripts from each college/university previously attended, and GRE scores.

- In addition to a PTCAS application, applicants must submit the online Supplemental Application (http://chp.mercer.edu/admissions/dptsupplementaldeadline.cfm), and a non-refundable $25 supplemental application fee sent to:
  
  DPT Admissions – AACC 447  
  Mercer University  
  3001 Mercer University Dr  
  Atlanta, GA 30341  

  Applicants with incomplete applications are not considered for admission into the Doctor of Physical Therapy Program.

- Completion of a Bachelor’s degree from a regionally-accredited American college or university and the following prerequisite courses are required prior to enrollment in the DPT Program:
  
  Two course introductory chemistry series (for science majors) with labs  
  Two course physics series (for science majors) with labs  
  Two course series of human anatomy and physiology with lab preferred  
  A statistics or biostatistics course  
  A biology course  
  A psychology course with an emphasis on individual behavior (general, abnormal or developmental)  
  A behavioral science course with an emphasis on group behavior (sociology, cultural anthropology).

- Applicants are encouraged to complete at least six (6) of the ten (10) prerequisites prior to application and to include a plan for completing the outstanding prerequisites in their PTCAS application.

- A 3.00 cumulative undergraduate GPA is preferred. A prerequisite GPA of 3.00 is required (using best attempts).

- GRE scores must be sent to PTCAS from ETS using the institution code 7750 (Mercer U Physical Therapy). A minimum combined (Verbal and Quantitative) score of 300 is required. Required minimum Verbal score of 150. Required Analytical Writing score of 3.5. The best attempt of each section will be considered.
• Volunteer, observation, or work experience in physical therapy and service learning: A minimum of 60 hours total, divided among three settings with at least 20 hours in each setting.

• Two experiences should be in two different types of physical therapy clinical practice settings. Examples of physical therapy settings include outpatient orthopedics, pediatrics (outpatient, home health, inpatient, rehab), geriatrics (home health, skilled nursing facility, rehabilitation center), and acute care (hospital).

• The third experience should be as an active participant in a service or community project. Examples of the service volunteer experience include working in an after-school program, volunteering with a food bank or shelter, or engaging in community improvement projects (locally, nationally, or internationally).

• International applicants must comply with the Doctor of Physical Therapy Program’s policy regarding foreign coursework and TOEFL scores. This information is available on the College’s website.

• Qualified applicants will be invited to visit the Physical Therapy Department for an interview.

• Applicants selected for admission into Mercer’s Doctor of Physical Therapy Program are required to make a first non-refundable tuition deposit of $750 to confirm their position in the entering class. A second non-refundable tuition deposit of $750 is required and due by May 1st. Upon enrollment in the Doctor of Physical Therapy Program, $1,475 will be applied toward the student’s first semester’s tuition, while the remaining $25 will satisfy the University’s matriculation fee.

• Submission of final official transcripts from all colleges/universities attended prior to enrollment. Accepted students must also comply with requirements regarding health, immunizations, background checks, and drug screenings prior to their enrollment in the program. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.

Prospective students may request information through our email address dpt@mercer.edu.

**Guaranteed Admission Plus Degree Program for Physical Therapy**

Mercer University's Guaranteed Admission Plus Degree Program (GAPDP) offers high-achieving students in the College of Liberal Arts the opportunity to earn both a Bachelor of Science in Health Sciences degree and a Doctor of Physical Therapy degree within six years, and gives students the security of a guaranteed interview with the graduate program offered by the College of Health Professions on the Cecil B. Day campus in Atlanta.

**Eligibility for the GAPDP - Physical Therapy**

The GAPDP for Physical Therapy is available for first-time college students enrolled at the College of Liberal Arts. Transfer students who have attended non-Mercer institutions after graduating from high school are not eligible for this program.
Program Requirements

- Declaration of program participation in the GAPDP by the end of the spring semester of the student's first year.
- Completion of the required CLA courses by May of year 3, with coursework totaling 90 credit hours; transfer hours not allowed. College credit earned through dual enrollment, AP, or IB classes can fulfill course requirements but do not count towards the 90 credit hours required "in residence".
- Students must choose one of 4 track options no later than the fall of their second year: Biology, Psychology, and Global Health. The specific coursework required for each option can be found in the appendix of The Student Handbook for the PrePT Tracks.
- Maintenance of a cumulative GPA of 3.2 or higher and a natural science GPA of 3.2 or higher (first GPA check is in August following completion of year 2).
- Attendance of Macon campus visits by representatives from the DPT program at the CHP every fall.
- Obtain 60 hours of acceptable physical therapy experience and community service before matriculation into the DPT program, with 40 hours completed by the time of application in October of year 3.
- Application to CHP no later than October 1 of year 3. (Note that this requires a primary application through PTCAS and a secondary application sent directly to the CHP that includes a GRE score, documentation of PT experience, and letters of recommendation).
- Achievement of minimum scores on the GRE (Verbal 150, 3.5 Analytical Writing) and submission of those scores to PTCAS by December 31 of year 3.
- Completion of successful pre-professional advisement with representatives of the CHP DPT program during year 2.
- Completion of a successful interview with representatives of the CHP DPT program during year 3.
- Application for May graduation from the CLA during the fall of year 4 to claim the B.S. in Health Sciences degree.

Transfer Students / Advanced Standing

A transfer student is any person who has ever been enrolled in another Doctor of Physical Therapy (DPT) program. The Mercer Doctor of Physical Therapy Program does not grant advanced standing nor accept transfer credit from other Physical Therapy programs.

Tuition, Required Fees, and Other Estimated Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Tuition (per semester)</td>
<td>$9,805</td>
</tr>
<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150</td>
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<tr>
<td>First semester lab fee</td>
<td>$450</td>
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<tr>
<td>Fifth semester lab fee</td>
<td>$100</td>
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<tr>
<td>Total estimated cost</td>
<td>$79,140</td>
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</table>

These fees are subject to change each year after the Board of Trustees meeting in April. There also is an increase in tuition each year (3-5% in recent years). These fees are an estimation and do not include other expenses (i.e. books, equipment, housing, transportation, etc.). Students are encouraged to budget an additional $5,000 to cover
expenses associated with the 36 weeks of clinical internships in the final three semesters of the program.

**Background Checks and Drug Screenings**

Drug and background checks are required for all DPT students as part of their participation in service-learning, clinical experiences, and clinical internships. Students will incur charges associated with the background and drug check(s). Once admitted to the program, the students are required to have a drug screen and background check prior to New Student Orientation. If either test is deemed positive by the verification company, the matter will be brought before the DPT Program Recruitment and Admissions Committee for review. The student’s acceptance could possibly be reversed and the student not allowed to matriculate based on the results of these evaluations. Neither the University nor the Doctor of Physical Therapy Program will be held liable for a student’s failure to graduate or obtain a state license due to a positive criminal background check and/or failed drug screen. Repeat criminal background checks and drug screens may be required as determined by the DPT Program or clinical site. The DPT Program will identify an acceptable verification company with a competitive rate for students to use prior to matriculation.

**Health and Immunizations**

Students will complete the Student Record of Immunizations & Health Screening prior to matriculation in the program. If any series of immunizations are in progress (i.e. hepatitis B series), timely completion with notification to the Student Health Center on the Atlanta Campus (http://studentaffairs.mercer.edu/studenthealthcenter/) and the Program Specialist for Clinical Education is required. Annual tuberculosis screening is required to continue in the integrated clinical education courses.

Students are responsible to keep track of due dates for annual physical examinations, future immunization requirements (i.e. tetanus boosters), and TB screenings. Appropriate planning for appointment times is required by the student to meet these requirements.

Any concerns related to safety of the immunizations or screenings related to your specific health issues (medical conditions, pregnancy, etc) should be discussed with your personal physician. Failure to meet requirements due to these concerns may prohibit involvement in clinical practice series courses, thus stopping progression within the program. These situations will be handled on a case by case basis by the Director of Clinical Education, the Director of the DPT Program, the Program’s Advancement and Progression Committee, and in consultation with the College’s Associate Dean for Student Affairs and Admissions.

**Influenza Vaccination**

All students in the DPT program receive an annual influenza vaccination during each fall semester. The CDC emphasizes to clinicians the urgency of vaccination for people who care for people at higher risk for influenza-related complications. The requirement is consistent with the CDC recommendation as during clinical experiences and internships, and service-learning, students are in contact with higher risk populations. Further, an increasing number of clinic sites require students to have this vaccination before starting the clinical rotation. Students who are allergic to the vaccination will need to have medical documentation of this and may be required to follow other procedures to prevent transmission.

**CPR: American Heart Association Basic Life Support for Healthcare Providers**

Students must maintain certification in CPR throughout their matriculation in the program. No student will be allowed to participate in any integrated clinical education
course without being certified in Basic Life Support for Healthcare Providers by the American Heart Association. Refer to the American Heart Association’s Class Connector webpage (http://ahainstructornetwork.americanheart.org/AHAEC/ClassConnector.jsp?pid=ahaec_classconnector.home) to help find a class. Skills assessment is required initially and upon renewal.

Health Insurance

All students enrolled at Mercer University are automatically enrolled in a student health insurance program each semester and the premium is billed to your account. Information about the insurance program can be found at (http://www.studentinsurance.com/default.asp?CollegeID=76). If you have other health insurance you may remove the premium fee by completing a waiver form through the Pearce and Pearce webpage. This waiver must be completed every semester to keep the premium from being billed to your account.

Academic Policies and Procedures

Attendance

Attendance is required for all scheduled classes, laboratory sessions, lectures, examinations, quizzes, and service-learning, clinical experiences, and clinical internships. Because of the interactive and collaborative nature of professional education and rigor of the professional DPT program, regular class attendance is essential for successful learning. Repeated absences are violations of Professional Behaviors. Unless otherwise specified, students will be afforded two (2) “personal days” each semester. Personal days may not be carried over to subsequent semesters.

Standards of Performance

Each candidate for a Doctor of Physical Therapy degree must secure credit, in the approved courses of the curriculum, totaling 135 semester hours. In securing this credit, each candidate must have a grade point average (GPA) of at least 3.00. All Doctor of Physical Therapy courses require a minimum grade of “C” or an “S” for Satisfactory. Any course grade below a C or a “U” for “Unsatisfactory” will not count toward degree requirements and is considered failing and will result in termination from the program. Should a course be repeated, all grades received in that course are used in the computation of the grade point average.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin, or disability.

The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within 30 days following the date that grades are posted online by the Registrar’s Office. The appeal should be completed within 60 days following initiation of the process.

2. The student must initiate the process by presenting the appeal in writing to the faculty member in charge of the course. The faculty member will render a decision in writing.
3. If the appeal is not resolved by the faculty member, the student may present it in writing to the department chairperson. The department chairperson will render a decision in writing.

4. If the appeal is not resolved by the department chairperson, the student may present it in writing to the chairperson of the Advancement and Progression Committee. The committee will render its decision in writing.

5. If the appeal is not resolved by the Advancement and Progression Committee, further appeal rights are limited. The student may present the appeal in writing to the Dean. This must be done within 10 days of the committee’s decision. The appeal must specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the committee’s decision shall not be an appropriate ground for appeal at this level. In reviewing the appeal, the Dean will limit review to alleged failure to adhere to procedures, rules, and regulations governing the appeal process or new information that was unavailable to the Advancement and Progression Committee at the time of its determination. The Dean will render a final decision in writing.

6. Written documentation as it relates to the Grade Appeal will be maintained in the Office of the Dean.

**Academic Progression**

Doctor of Physical Therapy academic progression is defined as:

- A minimum cumulative grade point average of 3.00; successful completion of all first year professional courses; and passing the Year One comprehensive examination are required for entry into the second professional year.
- A minimum cumulative grade point average of 3.00; successful completion of all first and second year professional courses; and passing the Year Two comprehensive and practical examinations are required for entry into the third professional year.
- A minimum cumulative grade point average of 3.00; successful completion of all first, second, and third year professional courses; and passing the Year Three comprehensive examination are required in order to complete the academic obligations of the program.

**Probation/Dismissal**

A 3.00 cumulative GPA is required and must be maintained each semester in order to continue in the subsequent semester. If a student falls below a 3.00 GPA, s/he is placed on academic probation. Failure to achieve a cumulative GPA of 3.00 at the end of that semester will result in the student being removed from the program. A student may only be on academic probation one time. No student will be allowed to go to a Clinical Internship on academic probation.

**Application for Graduation**

Students who expect to qualify for graduation must file applications for graduation with the Registrar’s Office in the semester prior to completing degree requirements.
Degree Requirements

1. Completion of the Doctor of Physical Therapy curriculum (totaling 135 semester hours) with a passing grade in each course and a 3.00 cumulative grade point average.

2. Successful demonstration of professional performance standards throughout the student’s career in the Physical Therapy program.

3. Successful completion of comprehensive and practical examinations.

4. Recommendation by the faculty of the Physical Therapy program with final verification by the Program Director.

5. Payment of all financial obligations to the University.

Course Schedule

The Mercer University Doctor of Physical Therapy (DPT) degree program spans eight (8) consecutive semesters and includes three, 12-week clinical experiences.
# Doctor of Physical Therapy Program

<table>
<thead>
<tr>
<th>DPT Y1 Fall</th>
<th>Cr</th>
<th>DPT Y1 Spring</th>
<th>Cr</th>
<th>DPT Y1 Summer</th>
<th>Cr</th>
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<tr>
<td>5500 Gross Anatomy I</td>
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<td>5530 Gross Anatomy II</td>
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<td>5561 Movement Sciences</td>
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<td>5501 Applied Anatomy I</td>
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<td>5531 Applied Anatomy II</td>
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<td>5563 Research II: Evidence-Based Practice</td>
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<td>5502 Leadership Development I: Foundations</td>
<td>3</td>
<td>5536 Management of Patients/Clients with Cardiovascular and Pulmonary Conditions</td>
<td>3</td>
<td>5564 Psychosocial Considerations in Patient/Client Management</td>
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<tr>
<td>5503 Research I: Methods and Assessment</td>
<td>3</td>
<td>5538 Clinical Examination and Interventions I</td>
<td>4</td>
<td>5565 Management of Patients/ Clients with Integumentary Conditions</td>
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<tr>
<td>5504 Health Promotion Across the Lifespan</td>
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<tr>
<td>5508 Service-Learning I</td>
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<td>5540 Foundational Musculoskeletal Sciences</td>
<td>3</td>
<td>5566 Clinical Examination and Interventions II</td>
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<tr>
<td>5510 Pharmacology and Systems Pathophysiology</td>
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<td>5568 Service-Learning II</td>
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<td>6632 Leadership Development II: Health Policy</td>
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<td>6669 Clinical Internship I (12 weeks)</td>
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<td>6604 Geriatric Considerations in Patient/Client Management</td>
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<td>6633 Research IV: Research Intensive</td>
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<td>6605 Management of Patients/ Clients with Musculoskeletal Conditions I</td>
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<td>6634 Pediatric Considerations in Patient/Client Management</td>
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<td>6609 Clinical Experience II</td>
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<td>6615 Management of Patients/ Clients with Neuromuscular Conditions I</td>
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<tr>
<td>6616 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics</td>
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<tbody>
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<td>7732 Leadership Development IV: Life-long Leadership</td>
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<tr>
<td>7703 Research V: Translation</td>
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<td>7737 Comprehensive Review</td>
<td>12</td>
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<tr>
<td>7709 Clinical Internship II (12 weeks)</td>
<td>12</td>
<td>7739 Clinical Internship III (12 Weeks)</td>
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</table>

Total: 135 Credit Hours
Doctor of Physical Therapy / Master of Public Health

Program Description

Mercer University’s College of Health Professions is pleased to present the Doctor of Physical Therapy/Master of Public Health (DPT/MPH) dual degree program. The role of the physical therapist in health promotion and wellness is increasing, as is the role of the public health practitioner in addressing societal health concerns, and evaluating community-based programming. Sharing the goals of promoting wellness and health promotion, advocating for improved health of individuals and society, reducing health disparities, and improving the quality of life for families and communities, students in the DPT/MPH dual degree program will be challenged to confront complex health issues, such as improving access to health care, and reducing environmental hazards and injury.

Graduates of this program will be empowered to serve the needs of humankind on an individual and societal level. The accrediting agencies for both programs, the Commission on the Accreditation of Physical Therapy Education (CAPTE) and the Council on Education in Public Health (CEPH), have approved this venture.

Students admitted to the DPT/MPH program will complete both degrees in 4 years, completing 30 credits of the 42 credit MPH program in year 1 (Fall and Spring semester), followed by the required 135 credits in the 3-year, 8 consecutive semester, DPT program. Three courses required for the MPH degree (two elective courses, and the Public Health Internship) will be fulfilled by selected courses in the DPT program. Students will have opportunities to complete one twelve-week clinical internship in a public health setting.

Program Outcomes

The outcomes and learning objectives for the DPT and MPH programs will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The student learning objectives for the DPT include developing practitioners who:

1) Provide effective and efficient patient/client-centered care to diverse populations across the lifespan.

2) Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendation in all aspects of patient/client management.

3) Adhere to professional and ethical standards of conduct in compliance with the APTA and to the laws and guidelines that regulate the practice of physical therapy.

4) Participate as providers and advocates for the health promotion, wellness and fitness of individuals and society.

5) Manage available human, financial, material, and/or technological resources in a variety of traditional and nontraditional settings.

6) Pursue lifelong professional development regarding clinical excellence, service, and scholarship.

7) Collaborate effectively as a member and leader of an interprofessional team to provide evidence based and patient-centered care.
The program objectives for the MPH program's revolve around the profession's nine competencies. The program objectives are listed under the competency headings and include:

**Analytic/Assessment Skills**
1) Assesses the health status of rural and underserved populations and their related determinants of health and illness (e.g. factors contributing to health promotion and disease prevention, availability and use of health services)
2) Uses methods and instruments for collecting valid and reliable quantitative and qualitative data for rural and underserved populations
3) Uses information technology to collect, store, and retrieve data for rural and underserved populations

**Policy Development/Program Planning Skills**
1) Analyzes information relevant to specific public health policy issues related to rural and underserved populations
2) Utilizes decision analysis for policy development and program planning for rural and underserved populations

**Communication Skills**
1) Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency for rural and underserved populations
2) Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences in rural and underserved populations

**Cultural Competency Skills**
1) Incorporates strategies for interacting with persons from diverse backgrounds including rural and underserved populations, cultural, socioeconomic, educational, racial, ethnic, and sexual orientation
2) Considers the role of cultural, geographic, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services in rural and underserved populations
3) Responds to diverse needs that are the result of cultural and geographic differences in rural and underserved populations
4) Explains the dynamic forces that contribute to cultural and geographic diversity in rural in underserved populations

**Community Dimensions of Practice Skills**
1) Assesses community linkages and relationships among multiple factors (or determinants) affecting health in rural and underserved populations
2) Describes the role of governmental and non-governmental organizations in the delivery of community health services in rural and underserved populations

**Public Health Sciences Skills**
1) Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health
2) Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services
administration, and social and behavioral health sciences) to public health policies and programs in rural and underserved populations

3) Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention in rural and underserved populations

Financial Planning and Management Skills
1) Develops a programmatic budget for rural and underserved populations
2) Evaluates program performance in rural and underserved populations

Leadership and Systems Thinking Skills
1) Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals in rural and underserved populations
2) Incorporates systems thinking into public health practice in rural and underserved populations

Admission Requirements and Procedure

Applicants must apply to each program according to the guidelines in the Admissions Process and Requirements section for the MPH and DPT programs.

After successful admission to the Doctor of Physical Therapy program, the student with a strong academic record and demonstrated interest in community-based health promotion and injury prevention will apply to the MPH program. The admissions requirements for the dual degree are the same as for each individual degree.

Program Requirements

MPH Year 1
Fall (15 hours)
- MPH 601 Principles
- MPH 675 Community Health Needs
- MPH 722 Overview Rural Health
- MPH 724 Health Program Development and Evaluation
- MPH 621 Biostatistics

Spring (15 hours)
- MPH 611 Epidemiology
- MPH 631 Environmental Health
- MPH 653 Public Health Management
- MPH 723 Minority Health
- MPH 728 Social Determinants

DPT Year 2 (DPT degree is 135 hours; all courses are required)

Fall
- 5500 Gross Anatomy I
- 5501 Applied Anatomy I
- 5502 Professional Development I: Professional Behaviors and Communication
- 5503 Research I: Evidence-Based Practice
- 5504 Health Promotion Across the Lifespan
- 5508 Service-Learning I
- 5510 Pharmacology and Systems Pathophysiology

Spring
- 5530 Gross Anatomy II
- 5531 Applied Anatomy II
- 5535 Management of Patients/ Clients with Cardiovascular and Pulmonary Conditions
- 5536 Clinical Examination and Interventions I
- 5539 Clinical Experience I
- 5540 Foundational Musculoskeletal Sciences
- 5550 Neuroscience

Summer
- 5561 Movement Sciences
- 5563 Research II: Methods and Assessment
- 5564 Psychosocial Considerations in Patient/Client Management
- 5565 Management of Patients/ Clients with Integumentary Conditions
- 5566 Clinical Examination and Interventions II
- 5568 Service-Learning II
- 5571 Differential Diagnosis

DPT Year 3

Fall
- 6603 Research III: Critical Inquiry and Appraisal
- 6604 Geriatric Considerations in Patient/Client Management
- 6605 Management of Patients/ Clients with Musculoskeletal Conditions I
- 6606 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions I
- 6609 Clinical Experience II
- 6615 Management of Patients/ Clients with Neuromuscular Conditions I
- 6616 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics

Spring
- 6632 Professional Development II: Health Care Systems and Policy
- 6633 Research IV: Research Intensive
- 6634 Pediatric Considerations in Patient/Client Management
- 6635 Management of Patients/ Clients with Musculoskeletal Conditions II
- 6636 Interventions for Patients/ Clients with Neuromusculoskeletal Conditions III
- 6638 Service-Learning III
- 6645 Management of Patients/ Clients with Neuromuscular Conditions I

Summer
- 6669 Clinical Internship I (12 weeks)

DPT Year 4

Fall
- 7702 Professional Development III: Management
- 7703 Research V: Translation
- 7709 Clinical Internship II (12 weeks)
Spring
- 7732 Professional Development IV: Leadership
- 7737 Comprehensive Review
- 7739 Clinical Internship III (12 Weeks)

**Tuition**
Students will pay the DPT semester tuition for each semester.

**Academic Advisement**
Students are assigned advisors in both programs upon admission into the dual degree program.

**Course Descriptions**

**PT 5500. Gross Anatomy I** (3 hours)
Gross Anatomy I, a combined lecture/laboratory course, will provide the student with an understanding of basic and clinical human anatomy. Detailed regional analysis of the lower extremities, pelvis, spine, neck, and abdominal/pelvic cavities will be performed. Emphasis will be placed on relationships between osteology, arthrology, myology, neurology, and vasculature of these regions.

**PT 5501. Applied Anatomy I** (3 hours)
Applied Anatomy I, a laboratory intensive course, will provide the student with an understanding of the basic physical therapy examination of the lower body and spine. The student will develop and demonstrate proficiency in the assessment of joint structure and function, joint range-of-motion, manual muscle testing, and orthopedic special tests for the lower extremity and spine. The student will develop and utilize palpation as a skill for the clinical assessment of tissues.

**PT 5502. Leadership Development I: Foundations** (3 hours)
The first in a four-course Leadership Development series, Foundations, will develop the student’s professional practice knowledge, skills, and behaviors as an entry-level doctor of physical therapy. This course will focus on foundational aspects of the profession and professional interaction including the history of the profession, core values, ethics and jurisprudence, communication skills and strategies, history taking, documentation, and cultural competence.

**PT 5503. Research I: Research Methods** (3 hours)
The first in a five-course series, Research I will introduce the student to basic concepts of research methodology to prepare them to use research literature to inform clinical practice and to conduct research in the clinical environment. This course will focus on foundational aspects of research methodology including research design, research methods, outcome measures, research validity, statistical analysis, and ethical considerations and challenges of research.

**PT 5504. Health Promotion Across the Lifespan** (3 hours)
Health Promotion Across the Lifespan will prepare the student to provide prevention, wellness, fitness, and disease management services as an entry-level doctor of physical therapy. This course will focus on exercise physiology, foundational knowledge, and clinical skills to select, perform, and interpret selected tests and measures, and to design appropriate plans of care to improve health, wellness, and fitness across the lifespan.
PT 5508. Service-Learning I  (1 hour)
This is the first of three service-learning courses in the curriculum. Incorporating service-learning principles of preparation, provision of community service, and subsequent reflection, the student will participate in community-based activities related to prevention, health promotion, fitness, and/or wellness to participants in one of three lifespan categories (pediatric, adult, geriatric). Through these service activities, the student will achieve goals related to professional practice expectations (accountability, altruism, compassion/caring, communication, cultural competence) and patient/client management expectations (prevention, health promotion, fitness, and wellness, consultation, and social responsibility, and advocacy).

PT 5510. Pharmacology and Systems Pathophysiology  (3 hours)
This course will explore the pathophysiology of medical and surgical conditions frequently encountered in physical therapy practice, focusing on disorders of the gastrointestinal, genitourinary, endocrine, metabolic, hepatic, and immune systems. The impact of selected acute and chronic medical and surgical conditions on the delivery of physical therapy services will be emphasized. Principles of pharmacology will be developed during, and integrated into, patient/client management coursework. The student will be introduced to relevant components of history taking and will learn to perform a systems review.

PT 5530. Gross Anatomy II  (3 hours)
Gross Anatomy II, a combined lecture/laboratory course, will provide the student with an understanding of basic and clinical human anatomy. Detailed regional analysis of the head and anterior neck, pectoral girdle, upper extremities, and thoracic cavity will be performed. Emphases will be placed on relationships between osteology, arthrology, myology, neurology, and vasculature of these regions.

PT 5531. Applied Anatomy II  (3 hours)
Applied Anatomy II, a laboratory intensive course, will provide the student with an understanding of the basic physical therapy examination of the upper body. The student will develop and demonstrate proficiency in the assessment of joint structure and function, joint range-of-motion, manual muscle testing, and orthopedic special tests for the upper extremity and temporomandibular joint. The student will develop and utilize palpation as a skill for the clinical assessment of tissues.

PT 5535. Management of Patients/Clients with Cardiovascular and Pulmonary Conditions  (3 hours)
This course will provide the student with the anatomic and physiologic basis of cardiovascular and pulmonary conditions commonly seen in physical therapist practice. The student will learn examination, evaluation, diagnosis, prognosis, and management strategies including therapeutic interventions, which may be utilized by the physical therapist and other health professionals in management of individuals with cardiovascular and pulmonary pathologies. The spectrum of cardiovascular and pulmonary diseases from primary, secondary, and tertiary prevention to long-term rehabilitation will be covered.

PT 5536. Clinical Examination and Interventions I  (4 hours)
This course will develop the student’s patient management skills for patients/clients with activity limitations and participation restrictions related to functional mobility and locomotion. Patient/client management for a variety of medical conditions in the context of positioning, posture, bed mobility, transfers, wheelchair mobility, and gait will be emphasized. The student will demonstrate skills necessary for effective prescription,
fitting, and training of assistive devices. Discharge planning for patients/clients across the continuum of care will be introduced.

PT 5539. Clinical Experience I (1 hour)
The first of two integrated clinical education courses, Clinical Experience I will introduce the student to the variety of settings in which physical therapists practice and provide opportunities for the student to apply foundational classroom learning. Potential environments include acute and/or intensive care, sub-acute care, long-term care, home health, outpatient clinics (neurologic, orthopedic, pediatric), inpatient rehabilitation, specialty clinics, and schools. Over the series of the two courses, the student will experience a minimum of four settings.

PT 5540. Foundational Musculoskeletal Sciences (3 hours)
This course will focus on human tissue biomechanics and the response of bone, joint, muscle, and other soft tissue to stress, injury, and disease. The normal repair process and the effects of rest, stress, immobilization, nutrition, aging, and exercise will be discussed. Clinical examples will be used throughout this course to illustrate the relationship between basic musculoskeletal sciences and clinical practice. Clinical reasoning strategies will be introduced to integrate foundational musculoskeletal sciences into elements of patient/client management. The effects of physical agents on tissue recovery from injury will be emphasized and applied in laboratory experiences.

PT 5550. Neuroscience (3 hours)
This course will provide the student with an understanding of the human nervous system with a focus on central nervous system structure and function. The peripheral nervous system, autonomic nervous system, and concepts of neuroplasticity will be presented. The student will be introduced to the basic neurologic examination.

PT 5561. Movement Science (4 hours)
This course will investigate the mechanics and pathomechanics of human movement through the lifespan. The typical course of human development of gross motor and fine motor skills will be presented. The student will also be introduced to theories of motor control and learning as they relate to biomechanical principles of human posture and movement. Observational analysis of functional movement tasks, normal and abnormal gait, and commonly seen movement impairments in physical therapist practice will be investigated.

PT 5563. Research II: Evidence-Based Practice (1 hour)
This course builds on the foundation of research methods learned in PT 503 to develop skilled and discriminating consumers of evidence for the purpose of providing evidence-based physical therapy services. The student will learn to develop clinical questions, develop search strategies to access best available evidence, begin to appraise selected literature, and utilize information to facilitate clinical-decision making. This course provides the foundation of implementation of evidence-based practice in clinical courses and during clinical internships.

PT 5564. Psychosocial Considerations in Patient/Client Management (2 hours)
In this course, the student will gain understanding of the concepts and principles essential to the successful comprehensive management of the patient/client living with a chronic illness, pain, and/or disability. Characteristics of the patient/client's personal, family, socioeconomic, culture, environment, and activities will be considered. Psychiatric conditions and disabilities will also be discussed.
PT 5565. Management of the Patient/Client with Integumentary Conditions
(3 hours)
In this course, the student will develop skills in the delivery of physical therapy for the prevention and management of issues related to the integumentary system. This course will emphasize physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes for the integumentary system. Interventions include wound care, hydrotherapy, and electrotherapeutic modalities.

PT 5566. Clinical Examination and Intervention II
(4 hours)
In this course, the student will develop patient management skills in the areas of orthopedic examination, therapeutic exercise intervention, and soft tissue mobilization intervention across the lifespan. This course will focus on examination and intervention skills necessary to address a variety of impairments, activity limitations, and participation restrictions across a variety of patient/client populations, with emphasis on musculoskeletal system dysfunction. Effective management strategies, focusing on therapeutic exercise and soft tissue mobilization, will be facilitated by developing clinical reasoning and evidence-based practice skills. The student will select, perform, and interpret selected tests and measures, and design appropriate plans of care to improve range of motion, muscle performance, balance, agility, and occupational and recreational function.

PT 5568. Service-Learning II
(1 hour)
This is the second of three service-learning courses in the curriculum. Incorporating service-learning principles of preparation, provision of community service, and subsequent reflection, the student will participate in community-based activities related to prevention, health promotion, fitness, and/or wellness to participants in one of three lifespan categories (pediatric, adult, geriatric). Through these service activities, the student will achieve goals related to professional practice expectations (accountability, altruism, compassion/caring, communication, cultural competence) and patient/client management expectations (prevention, health promotion, fitness, and wellness, consultation, and social responsibility, and advocacy).

PT 5571. Differential Diagnosis
(1 hour)
This course will build on principles of medical screening and differential diagnosis with an emphasis on systems review and review of systems that may warrant a medical referral. Patient/client referral to other healthcare professionals will be introduced and emphasis will be placed on clinical decision-making by the physical therapist and effective interprofessional communication.

PT 6603. Research III: Critical Inquiry and Appraisal
(2 hours)
This course builds on the principles of PT 503 Research Methods and PT 563 Evidence Based Practice. The student will participate in critical appraisal of research articles representing various aspects of the patient/client management model and discuss the clinical applicability of the research appraised.

PT 6604. Geriatric Considerations in Patient/Client Management
(3 hours)
This course will focus on the older adult. Emphasis will be placed on physical, psychological, social, legal, and ethical considerations in interacting with an older adult patient/client, the individual’s family, and other people important to that patient/client. Gains, losses, grief, and death and dying will be considered from theoretical and psychosocial perspectives. Age-related physiologic system changes will be explored, as will pathologies common to this patient/client population in regard to physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes.
PT 6605. Management of Patients/Clients with Musculoskeletal Conditions I  (4 hours)
This course will provide the student with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the lower half of the body in a variety of practice settings. Additionally, the student will incorporate health promotion, wellness, and fitness models in this patient/client population and will further reinforce knowledge in differentiating musculoskeletal conditions in the lumbar spine, pelvis, hip, knee, foot, and ankle. The student will synthesize the concepts of clinical reasoning and clinical decision making while incorporating evidence-based practice principles. With these skills, the student will refine their ability to differentially diagnose and screen for medical disease, which may warrant a referral to other health care practitioners. Diagnostic imaging procedures will also be discussed as tools to guide and direct management of musculoskeletal conditions.

PT 6606. Interventions for Patients/Clients with Neuromusculoskeletal Conditions I  (2 hours)
This course will provide the student with intervention strategies for managing a plan of care for diverse populations of patients/clients with neuromuscular and musculoskeletal conditions, integrating the information presented in PT 605 and PT 615. There will be an emphasis on those intervention approaches that cross both practice patterns in both patient populations in a variety of settings across the lifespan.

PT 6609. Clinical Experience II  (1 hour)
This second of two integrated clinical education courses will introduce the student to the variety of settings in which physical therapists practice and provide opportunities for the student to apply foundational classroom learning. Potential environments include: acute &/or intensive care, sub-acute care, long-term care, home health, outpatient clinics (neurologic, orthopedic, pediatric), inpatient rehabilitation, specialty clinics, and schools. Over the series of the two courses, the student are expected to experience a minimum of four settings.

PT 6615. Management of Patients/Clients with Neuromuscular Conditions I  (4 hours)
This course will provide the clinical knowledge and skills in examination, evaluation, diagnosis, prognosis and assessment of outcomes for diverse patient/client populations with neurologic conditions in a variety of practice settings. Emphasis will be on conditions commonly encountered by physical therapists that are associated with impaired motor function and sensory integrity such as multiple sclerosis, CVA, traumatic brain injury, cerebellar dysfunction and brain tumors. Additionally, the student will learn the etiology, pathophysiology, pharmacologic, and surgical management of these conditions to facilitate effective clinical decision making in the selection and application of examination and intervention strategies.

PT 6616. Interventions for Patients/Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics  (2 hours)
This course will cover biomechanical principles for the design and function of upper and lower extremity prosthetics and orthotics. Specific emphasis will be placed on normal and pathologic gait analysis with prosthetic and orthotic devices. The student will learn to relate limitations of orthotic/prosthetic devices to physical therapy management and functional retraining. Clinical examples will be used to illustrate the relationship between basic movement sciences, prosthetics, orthotics, and clinical practice. The student will learn the skills needed to evaluate the need for orthotics or prosthetics, prescribe an
appropriate device, evaluate the fit and function of the device, and implement an appropriate plan of care.

**PT 6632. Leadership Development II: Health Policy**  
(3 hours)
The second course in the Leadership Development series, Health Policy, will support the student’s development as a leader in meeting the professional practice expectations across service-delivery systems as an entry-level doctor of physical therapy. The course will focus on the dynamic influences of healthcare legislation, policy, and payment for physical therapist practice. The course will emphasize documentation, outcomes, risk management, quality improvement, and advocacy at state, federal, and professional association levels.

**PT 6633. Research IV: Research Intensive**  
(2 hours)
This course will build on the principles of PT 503 Research Methods, PT 563 Evidence Based Practice, and PT 603 Critical Inquiry and Appraisal. The student will continue with active engagement in critical appraisal and patient/client application of research by participating various clinically relevant activities using appraisal of evidence to advance the practice of evidence-based care.

**PT 6634. Pediatric Considerations in Patient/Client Management**  
(4 hours)
Pediatric Considerations in Patient/Client Management will provide the student with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for children with neuromuscular, musculoskeletal and cardiopulmonary conditions in a variety of practice settings. This course will focus on patient/client management and clinical decision-making for common pediatric clinical diagnoses. Patient/client management is focused in terms of a family-centered, culturally-competent, evidence-based team approach.

**PT 6635. Management of Patients/Clients with Musculoskeletal Conditions II**  
(4 hours)
This course will provide the student with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the upper half of the body in a variety of practice settings. Additionally the student will incorporate health promotion, wellness, and fitness models in this patient/client population and further reinforce knowledge in differentiating musculoskeletal conditions in the cervical and thoracic spine, rib cage, shoulder girdle, elbow and forearm, and the wrist and hand. The student will synthesize the concepts of clinical reasoning and clinical decision making while incorporating evidence-based practice principles. With these skills they will refine their ability to differentially diagnose and screen for medical disease, which may warrant a referral to other health care practitioners. Diagnostic imaging will also be discussed as tools to guide and direct management of musculoskeletal conditions.

**PT 6636. Interventions for Patients/Clients with Neuromusculoskeletal Conditions III**  
(2 hours)
This course will provide the student with strategies for managing a plan of care for diverse populations of patients/clients with neuromuscular and musculoskeletal conditions, integrating the information presented in PT 635 and PT 645. There will be an emphasis on those intervention approaches that cross both practice patterns in both patient populations in a variety of settings across the lifespan.

**PT 6638. Service-Learning III**  
(1 hour)
This is the third of three service-learning courses in the curriculum. Incorporating service-learning principles of preparation, provision of community service, and subsequent
reflection, the student will participate in community-based activities related to prevention, health promotion, fitness, and/or wellness to participants in one of three lifespan categories (pediatric, adult, geriatric). Through these service activities, the student will achieve goals related to professional practice expectations (accountability, altruism, compassion/caring, communication, cultural competence) and patient/client management expectations (prevention, health promotion, fitness, and wellness, consultation, and social responsibility, and advocacy).

PT 6645. Management of Patients/ Clients with Neuromuscular Conditions II

This course will provide the clinical knowledge and skills in examination, evaluation, diagnosis, prognosis and assessment of outcomes for diverse patient/client populations with neurologic conditions in a variety of practice settings. Emphasis will be on conditions commonly encountered by physical therapists that are associated with impaired motor function and sensory integrity such as Parkinson’s disease, Guillain-Barre Syndrome, ALS, spinal cord injury, Huntington’s disease, post-polio syndrome, and vestibular dysfunction. Additionally, the student will learn the etiology, pathophysiology, pharmacologic, and surgical management of these conditions to facilitate effective clinical decision making in the selection and application of examination and intervention strategies.

PT 6669. Clinical Internship I

The first in a three-course series, Clinical Internship I, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. Over the series, the student will successfully complete three clinical internships in a variety of clinical practice areas and manage patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across the series. The minimum expected level of performance at the conclusion of Clinical Internship I will be “Intermediate” as defined by the APTA’s Clinical Performance Instrument.

PT 7702. Leadership Development III: Management

The third course in the Leadership Development series, Management, will focus the student on their role as an effective and efficient provider through an understanding of business operations and management across the spectrum of physical therapist practice.

PT 7703. Research V: Translation

Research translation is the culmination of the student’s active engagement in the five-course research series and will involve the student preparing a case study or case series from Clinical Internship I and/or II. The student will present the results of their case research project at a Department Research Symposium and will be encouraged to prepare their case report for dissemination at a local state or national meeting and/or prepare their findings in a manuscript format for peer review.

PT 7709. Clinical Internship II

The second in a three-course series, Clinical Internship II, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. Over the series, the student will successfully complete three clinical internships in a variety of clinical practice areas and manage patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across the series. The minimum expected level of performance at the conclusion of Clinical Internship II will be “Advanced Intermediate” as defined by the APTA’s Clinical Performance Instrument.
PT 7732. Leadership Development IV: Life-long Leadership (2 hours)
As the final course in the Leadership Development series, this course will emphasize personal and postprofessional development planning for the emerging graduate to support their role as a leader in practice, in the professional association, and with community organizations.

PT 7737. Comprehensive Review (1 hour)
This course will provide a review of the curriculum in preparation for the physical therapy national licensing examination and for entry into clinical practice. The student will assess their current academic preparedness and identify their strengths and weaknesses across the six categories of the explicit curriculum (basic sciences, applied sciences, leadership development, research, patient/client management, and clinical practice). The student will develop and implement a study plan with specific strategies to address any deficits, and assess the efficacy of their individual study plan. The student will successfully complete a comprehensive written examination as a summative evaluation of the didactic and clinical curricula.

PT 7739. Clinical Internship III (12 hours)
The third in a three-course series, Clinical Internship III, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. Over the series, the student will successfully complete three clinical internships in a variety of clinical practice areas and manage patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across the series. The minimum expected level of performance at the conclusion of Clinical Internship III will be “Entry-level” as defined by the APTA’s Clinical Performance Instrument.

Post-Graduate Training Programs

Physical Therapy Residencies

Residency in Orthopaedic Physical Therapy
The Department of Physical Therapy offers a post-professional residency in orthopaedic physical therapy. The 13-month residency is accredited by the American Board of Physical Therapist Residency and Fellowship Education, and is based upon the criteria set forth by the American Physical Therapy Association and the Orthopaedic Physical Therapy Description of Specialty Practice.

The clinical residency program enables the physical therapist to accelerate his/her expertise in evaluation, examination, diagnosis, prognosis, intervention, and management of patients with orthopaedic dysfunction. Developed for new professionals and physical therapists with one or more years of practice who are interested in significantly advancing their preparation as a provider of orthopaedic patient care, this program combines contemporary, evidence-based coursework with highly individualized, advanced clinical mentoring under the supervision of experienced clinicians.

The residency begins in August of each year and runs for 13 consecutive months. A maximum of 12 residents are accepted to participate in the program each year. The residency in orthopedic physical therapy provides advanced clinical education training in the areas of management of patients with neuromusculoskeletal conditions of the following regions: spine (cervical, thoracic, and lumbar/sacroiliac), craniomandibular, and extremities (shoulder, elbow, wrist, hand, hip, knee, ankle, foot).

To apply to the residency program, go to the orthopaedic residency admissions page at https://chp.mercer.edu/physical-therapy/post-professional/ppptp-orthopaedic.cfm
Mercer/Shepherd Residency in Neurologic Physical Therapy

Through a collaborative relationship, the Department of Physical Therapy and The Shepherd Center offer a post-professional residency in neurologic physical therapy. The 13-month residency is accredited by the American Board of Physical Therapist Residency and Fellowship Education, and is based upon the criteria set forth by the American Physical Therapy Association and the Neurologic Physical Therapy Description of Specialty Practice. The mission of the Physical Therapy Program’s Residency in Neurologic Physical Therapy is to develop physical therapists who demonstrate advanced competencies and clinical skills in a specialty area of clinical practice, the ability to develop as master clinicians in their specialty area, and to serve as consultants, educators, clinical instructors, and advocates for both patients and the profession.

To apply to the residency program, go to the neurologic residency admissions page https://chp.mercer.edu/physical-therapy/post-professional/ppptp-neurologic-application.cfm

Physical Therapy Fellowship

A physical therapy fellowship is a post-professional, funded, and planned learning experience in a focused area of physical therapist clinical practice, education, or research (not infrequently post-doctoral, post-residency prepared, or board-certified physical therapists).

More information is available online at: https://chp.mercer.edu/academics/residencies-fellowships/. If you have any questions about the post-professional program, please contact us at postprofPT@mercer.edu.
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TRAVELING NORTH
If you are traveling north on I-85 from downtown Atlanta, take Exit 94 (Chamblee-Tucker Road) and turn right at the traffic light. Stay in the right line. Proceed straight through the first traffic light. At the second traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the third traffic light. The campus entrance will be the first right turn.

TRAVELING SOUTH
If you are traveling south on I-85 from outside the perimeter, take Exit 94 (Chamblee-Tucker Road) and turn left. Stay in the right lane. Proceed straight ahead through 2 traffic lights for .7 mile. After the second light, move over to the right one lane. At the third traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the fourth traffic light. The campus entrance will be the first right turn.

TRAVELING I-285
If you are traveling on I-285 north, take Exit 34 (Chamblee-Tucker Road); from I-285 east, take Exit 33-A (Chamblee-Tucker Road). Go INSIDE the perimeter. Proceed for 1.2 miles on Chamblee-Tucker Road until you reach the intersection of Chamblee-Tucker Road and Mercer University Drive. Turn left onto Mercer University Drive; proceed straight through the next traffic light. The campus entrance will be the first right turn.