Eugene W. Stetson School of Business and Economics

Tift College of Education

Penfield College

Atlanta
Macon
Douglas County
Henry County
Newnan
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.
# Table of Contents

**CALENDAR** ........................................................................................................................................... 5

**THE UNIVERSITY** ................................................................................................................................. 7
  - University Mission Statement ........................................................................................................... 7
  - University History ............................................................................................................................... 8
  - Mercer University Profile ................................................................................................................ 20
  - Accreditation ....................................................................................................................................... 22

**MISSION OF THE REGIONAL ACADEMIC CENTERS** ..................................................................... 27

**ADMISSION INFORMATION** .............................................................................................................. 29
  - Degree-Seeking Students .................................................................................................................. 30
  - Bridge Courses for International Students ...................................................................................... 33
  - Non-Degree Seeking Students ......................................................................................................... 34
  - Immunization Policy .......................................................................................................................... 35

**STUDENT LIFE** ................................................................................................................................... 37
  - Student Conduct ............................................................................................................................... 37
  - Honor Societies and Student Organizations ...................................................................................... 38
  - Counseling Services .......................................................................................................................... 39
  - Career Services ................................................................................................................................ 40
  - Library Services ............................................................................................................................... 40

**FINANCIAL INFORMATION** .............................................................................................................. 43
  - Tuition and Fees ................................................................................................................................ 43
  - Financial Aid ...................................................................................................................................... 54

**ACADEMIC INFORMATION** ........................................................................................................... 67
  - Degree Programs ............................................................................................................................... 69
  - Grading System .................................................................................................................................. 72
  - Schedule Changes, Course Withdrawal, and Term Withdrawal ......................................................... 74
  - Academic Warning, Probation, and Suspension .................................................................................. 78
  - Recognition of Scholarship ................................................................................................................ 79
  - Undergraduate Degree Requirements ............................................................................................... 80
  - Application for Graduation ............................................................................................................... 80
  - Student Records ............................................................................................................................... 81

**UNDERGRADUATE PROGRAMS**
  - Eugene W. Stetson School of Business and Economics ..................................................................... 85
  - Tift College of Education .................................................................................................................. 99
  - Penfield College .................................................................................................................................. 129

**GRADUATE STUDIES** ....................................................................................................................... 211
  - Tift College of Education ................................................................................................................ 217
  - Penfield College .................................................................................................................................. 261

**THE REGISTER** ................................................................................................................................... 287

**INDEX** .................................................................................................................................................. 301

**REGIONAL ACADEMIC CENTERS DIRECTORY** ............................................................................. 305
Information Directory

Admissions Information ................................................................. Admissions
678-547-6030
478-301-5400
1-877-840-8599
Catalog Requests ........................................................................ Administrative Offices
678-547-6030
478-301-5400
1-800-548-7115
Financial Aid Information ............................................................. Financial Planning Office
478-301-2670
1-800-342-0841
Fax: 478-301-2671
Graduate Programs ................................................................. Tift College of Education, 1-800-548-7115
Eugene W. Stetson School of Business and Economics,
1-800-548-7115, ext. 6177
Penfield College of Mercer University,
1-800-548-7115, ext. 6411
Official Transcripts and Academic Records ................................. Office of the Registrar
1-800-342-0841 ext. 2680
Textbook Orders and Information ........................................... Bookstore Manager
678-547-6387
478-301-2945
1-800-548-7115 ext. 2945
Transfer Credit Information ....................................................... Registrar
478-301-5400
678-547-6030
1-800-548-7115
Tuition and Fees ........................................................................ Bursar
1-800-342-0841, ext. 1111
Undergraduate Programs ......................................................... Tift College of Education, 1-800-548-7115
Eugene W. Stetson School of Business and Economics,
1-800-548-7115, ext. 6177
Penfield College of Mercer University, 1-800-548-7115
Veterans Affairs ........................................................................... Office of the Registrar (Macon Campus)
1-800-342-0841, ext. 2683

CENTERS
Douglas County (678) 547-6200
Henry County (678) 547-6100
Newnan (770) 683-5292
Macon Campus (478) 301-2980
Atlanta Campus (678) 547-6420
Regional Academic Centers
2015-2016 Academic Calendar

Fall Semester 2015
Session I
First Day of Classes
Aug 17
Drop-Add / Fee Payment
Aug 17-24*
Labor Day Holiday
Sep 7
Last Day for Course Withdrawal
Sep 21
Last Day of Classes
Oct 12
Mid-Semester Break (only for Sessions I & II)
Oct 13
Grades Due from Faculty
Oct 14, 5:00 p.m.

Session II
First Day of Classes
Oct 14
Drop-Add / Fee Payment
Oct 14-21*
Labor Day Holiday
Nov 18
Last Day for Course Withdrawal
Nov 25-29
Thanksgiving Holiday / Fall Break (Session II only)
Dec 12
Last Day of Classes
Dec 14, 5:00 p.m.

Session III
First Day of Classes
Aug 17
Drop-Add / Fee Payment
Aug 17-24*
Labor Day Holiday
Sep 7
Last Day for Course Withdrawal
Oct 12
Martin Luther King, Jr. Holiday
Nov 25-28
Last Day of Classes
Dec 12
Session Break (Sessions I & II only)
Dec 14, 5:00 p.m.
Grades Due from Faculty

Spring Semester 2016
Session I
First Day of Classes
Jan 11
Drop-Add / Fee Payment
Jan 11-19*
Martin Luther King, Jr. Holiday
Jan 18
Last Day for Course Withdrawal
Feb 15
Last Day of Classes
Mar 7
Session Break (Sessions I & II only)
Mar 8-10
Grades Due from Faculty
Mar 9, 5:00 p.m.

Session II
First Day of Classes
Mar 11
Drop-Add / Fee Payment
Mar 11-19*
Easter Holiday
March 25-27
Last Day for Course Withdrawal
Apr 15
Last Day of Classes
May 7
Grades Due from Faculty
May 9, 5:00 p.m.
Commencement – Macon
May 14
Commencement – Atlanta
May 14

CALENDAR / 5
<table>
<thead>
<tr>
<th>Session III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>Jan 11</td>
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<td>Martin Luther King, Jr. Holiday</td>
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<td>Last Day for Course Withdrawal</td>
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<td>Grades Due from Faculty</td>
<td>May 9, 5:00 p.m.</td>
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<td>Commencement – Macon</td>
<td>May 14</td>
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<td>Commencement – Atlanta</td>
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<tr>
<th>Summer Semester 2016</th>
<th></th>
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<tbody>
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<td>Session I</td>
<td></td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>May 23</td>
</tr>
<tr>
<td>Drop-Add / Fee Payment</td>
<td>May 23-31*</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 30</td>
</tr>
<tr>
<td>Last Day for Course Withdrawal</td>
<td>June 27</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
</tr>
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<td>Last Day of Classes</td>
<td>July 18</td>
</tr>
<tr>
<td>Grades Due from Faculty</td>
<td>July 20, 5:00 p.m.</td>
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<th>Session II</th>
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<td>July 19</td>
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<td>Drop-Add / Fee Payment</td>
<td>July 19-22*</td>
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<td>Last Day of Classes</td>
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<td>July 4</td>
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<td>Grades Due from Faculty</td>
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*Payments received after designated dates will be assessed a $50 late processing fee.
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.

12 / MERCER UNIVERSITY
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 Merceria 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."

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 Ledyard 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.gapscc.com. 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 College of Liberal Arts houses three accredited programs. The Doctor of Law 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) 838-9808; 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.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.

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/

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 closely with the Office of Admissions on the recruitment and matriculation of international students to degree programs.

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 on J-1 visas. The coordinator of international student and scholar services is the person responsible for advising Mercer’s international community on these federal immigration regulations. All degree-seeking students on F-1 visas on the Atlanta campus and the Regional Academic Centers will need to visit the coordinator of international student and scholar services 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 (ELI)

Offered on the Atlanta campus, the Mercer University 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. 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.

Study Abroad Programs

All study abroad programs conducted on the Atlanta campus and at the University’s Regional Academic Centers are administered through the International Programs’ Office. 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. Mercer on Mission programs have been led in Brazil, Costa Rica, China, Guatemala, Kenya, Liberia, Senegal, South Africa, Thailand, and Vietnam. For more information on the types of programs being offered this year, cost, and financial aid, please contact the Office of International Programs at (478)301-2573, visit the web site at http://international.mercer.edu/english-language-institute/, or send an e-mail inquiry to oip@mercer.edu.
Mission of the Regional Academic Centers

A strong commitment to offering undergraduate degree programs in select communities throughout Georgia is an integral part of Mercer University's mission. The University recognizes that continual learning is essential to Georgia residents, who will increasingly rely on their stock of knowledge to lead productive and meaningful lives. The University also believes that education will determine the welfare of society in the present and in the future. Through its Regional Academic Centers, Mercer is committed to eliminating the barriers that prevent working adults from achieving their educational goals. Currently, the Penfield College of Mercer University, the Eugene W. Stetson School of Business and Economics, and the Tift College of Education offer undergraduate programs that prepare adults for leadership roles as teachers, managers of profit and not-for-profit organizations, communication and public relations experts, and human service, criminal justice, and religious professionals. These academic programs, leading to bachelor's degrees, are offered in community settings that make a high quality educational experience convenient and accessible to adults.

Mercer's Commitment to Adult Students

For more than a decade, Mercer University’s evening and weekend programs have set the standard in providing degree programs that are both responsive and sensitive to the needs of adult students. The Penfield College of Mercer University, the Eugene W. Stetson School of Business and Economics, and the Tift College of Education have combined their evening and weekend programs into a strong partnership that works for adult students by providing:

- an excellent academic reputation
- a variety of programs
- an outstanding faculty
- academic advising
- convenient locations
- classes that meet one evening per week, on weekends, or at alternatively scheduled times
- full-time study in two evenings per week or on weekends throughout the semester
- some online and hybrid course and program options
- simplified admission and registration
- student support classes
- affordable tuition and financial aid
- a variety of payment options
Admission Information

Admission Inquiries:

Mercer University’s Regional Academic Centers offer academic programs through the Tift College of Education, the Penfield College of Mercer University, and the Stetson School of Business and Economics. The Admissions Office for the Regional Academic Centers is located in Atlanta, Georgia. To receive admission materials, prospective students may contact the Admissions Office at the offices’ phone numbers listed below, or by calling any of the regional academic centers.

RAC Admission Offices

<table>
<thead>
<tr>
<th>Telephone Numbers</th>
<th>Fax Number</th>
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<tbody>
<tr>
<td>(678) 547-6417</td>
<td>(678) 547-6367</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>(877) 840-8599</td>
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Admissions personnel are available at each Regional Academic Center for assistance with the admission process. Applications and supporting documents must be received by the Regional Academic Center Admissions Office before a student is eligible to enroll. Documents may be given to a center’s coordinator, or mailed directly to the following address:

Mercer University
Atlanta Administration and Conference Center
Suite 335
3001 University Drive
Atlanta, Georgia 30341

Admission Priority Deadlines

Applications for admission and all supporting documents, such as official transcripts and test scores, must be submitted to the Regional Academic Center Admissions Office two weeks prior to the start of session.

Undergraduate Admission Policies and Procedures

Mercer University’s Regional Academic Centers offer academic programs through the Tift College of Education, the Penfield College of Mercer University, and the Stetson School of Business and Economics. It is the mission of the Regional Academic Center Admissions Office to determine an applicant’s admissibility for baccalaureate or non-degree study at Mercer University’s Regional Academic Centers.

Applicants are strongly encouraged to familiarize themselves with the academic criteria and admission policies of the individual schools of their programs of study. Additional admission criteria may apply, depending on the program of study chosen. Refer to the appropriate school’s section of this catalog for details.

Admission Eligibility for the Regional Academic Centers

To be considered for the programs offered by the Stetson School of Business and Economics, the Tift College of Education, and the Penfield College of Mercer University through the Mercer University Regional Academic Centers, applicants who have
graduated from high school within three years preceding their application will be asked to provide a statement regarding their intentions to enroll in a nontraditional setting.

I. Degree-Seeking Students

Entering 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 attempted or received credit for college-level work at any college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any regionally accredited institution within the past twelve months. Transfer applicants cannot have been dismissed, excluded, or suspended from any higher education institution within the past twelve months. Furthermore, applicants must be in good academic standing at the institution most recently attended. The following materials are required from transfer applicants for admission:

1. A completed Regional Academic Center Undergraduate Application for Admission.
2. A non-refundable application fee of $25.
3. Official transcripts of all college-level work attempted at a regionally-accredited college, university, or technical school, indicating a 2.25-2.5 cumulative GPA, dependent upon program. Provisional admission could be available dependent upon program. Please see specific admission criteria for program of interest.
4. An official high school or GED transcript (only required for transfer applicants with less than 30 semester hours of college credit).

ALL college, university, and technical school transcripts must be submitted, regardless of how long ago the student’s attendance was, whether or not the courses were actually completed, or what the academic standing of the student is/was. Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Regional Academic Center Admissions Office in a sealed envelope directly from the college/university, high school, or testing agency.

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 equivalent Mercer courses or as elective credits. A minimum of 32 credits must be earned in residence at Mercer University for graduation, regardless of the number of credits accepted in transfer. 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.

The University Registrar determines which courses taken at other institutions are directly comparable to Mercer’s courses and will be credited toward completion of degree requirements at Mercer University.

The maximum credit allowed from all two-year colleges attended is 64 semester hours (96 quarter hours). Developmental and institutional courses will not be accepted for transfer credit. Courses in programs not available at Mercer (e.g. secretarial science, lab technician courses, and so forth) also will not be accepted.

**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.

**Readmitted Students**

Included in this category are students who previously attended a regional academic center (formerly called an extended education center) at Mercer University and wish to re-enter a regional academic center after an absence of more than one semester (not
including summer). The following materials are required from applicants desiring readmission:

1. A completed Regional Academic Center Undergraduate Application for Admission. (An application fee is not required.)
2. Official transcripts from regionally accredited colleges, universities, and technical schools the student has attended since last enrolled at Mercer University. (Readmitted students who have not been enrolled at Mercer University for ten years or more must re-submit transcripts from all schools they attended.)

Students applying for readmission who have less than a 2.0 cumulative grade point average and/or who are not in good standing with the University must submit a written statement requesting readmission and explaining circumstances that affected their academic standings. The Coordinator of Admissions will present the request for readmission to the appropriate dean’s office for approval. Note: The letter and an application should be submitted by the priority deadline of the desired term of enrollment.

Generally, readmitted students are permitted to graduate from Mercer 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.

International Students

Included in this category are applicants who are not U.S. citizens and who have been issued a visa permitting them to study in the United States. International applicants are required to complete a Regional Academic Center Undergraduate Application for Admission and submit a non-refundable application fee of $50. The following admission standards apply to international undergraduate students:

**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), or 550 PBT (paper based TOEFL)] or successful completion, through level 6, of Mercer University English Language Institute course with a passing score on the Michigan test, which is administered as part of the ELI program. An IELTs score of 6.5 or higher will be considered as proof of English proficiency

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.

- 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 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
   - FDLS130. 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.
II. Non-Degree Seeking Students

Undergraduate Certificate Students

Included in this category are applicants who wish to take college courses that lead to the completion of a certificate, rather than a degree. The initial admission requirements for applicants seeking a certificate are the same as those outlined for entering freshmen or transfer students.

Note: Admission to the Post-Baccalaureate Teacher Certification Program is processed through the Tift College of Education’s administrative offices. Refer to the Tift College of Education section of this catalog for Post-Baccalaureate Teacher Certification Program admission requirements.

Unclassified Students

Included in this category are applicants who desire to enroll in college courses for purposes other than to earn a degree (e.g., to qualify for admission to graduate or professional schools, to further their professional career, to engage in learning for personal development, etc.).

The following materials are required from non-degree, unclassified applicants to be considered for admission:

1. A completed Regional Academic Center Undergraduate Application for Admission.
2. A non-refundable application fee of $25.
3. An official transcript from the last college/university attended.

Transient Students

Included in this category are applicants who desire to take courses at one of Mercer University’s Regional Academic Centers while officially enrolled at another college or university. The following materials are required from transient applicants to be considered for admission:

1. A completed Regional Academic Center Undergraduate Application for Admission.
2. A non-refundable application fee of $50.
3. A “letter of good standing” from the college or university at which the student is currently enrolled, indicating permission for the specific courses to be taken.

Students Auditing Courses

Included in this category are applicants who desire to take courses at a Mercer University Regional Academic Center, but do not wish to receive college credit for the courses. The permission of each course’s instructor is required. Additional information about auditing courses can be found in the “Academic Regulations” section of this catalog.

The audit fee is listed in the “Financial Information” section of this catalog. The following materials are required from applicants who wish to audit a course:

1. A completed Regional Academic Center Undergraduate Application for Admission.
2. A non-refundable application fee of $25.
Immunization Policy

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 a 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.

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.

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. The letter should state the reason for the exemption, and whether the exemption is permanent or temporary.

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.

Some academic programs have additional immunization requirements. Students are advised to check with their College/School program for any additional requirements.

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 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.

**Information for Military Service Members, Veterans and Others Eligible for U.S. Department of Defense (DoD) or Veterans Affairs (VA) Education Benefits**

Individuals who contemplate enrollment and who are eligible for financial assistance through the U.S. Department of Defense (DoD) or U.S. Department of Veterans Affairs should contact the University’s Office of the Registrar.

**General Information**

**Books:** Books and other supplies are available at the Regional Academic Center Bookstore. The cost of books varies with the course of study and course load, and may range from $300 to $750 per year.

**Parking Fee:** No fees are charged for University parking. However, parking decals are required on Mercer’s campuses/regional academic centers and may be obtained from the University Police or center coordinators at off-campus regional academic centers. Students who commit parking violations are subject to fines and vehicle impoundment.

**Miscellaneous Fees:** Fees or fines may be imposed for property damage, library fines, honor code violations, and campus safety violations. The University assumes no responsibility for damages or loss of personal property due to fire, theft, or other causes.

**Student Identification:** All Mercer students are required to have a valid student identification card. I.D.’s are validated during fee payment each semester, and may be validated once all tuition and fees are settled. A validated I.D. is required for library privileges and use of Mercer University facilities.

**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 with students.
Student Life

The Mercer community is mindful that the University was founded by Georgia Baptists to serve a Christian purpose. The University, therefore, strives to be a community that exemplifies the compatibility of sound scholarship and Christian faith. It encourages commitment to this faith as a way of life. Student life at the University offers a wide range of resources which promote intellectual, cultural, social, vocational, physical, psychological, and spiritual growth. This occurs through the services of the Division of Student Affairs, represented by the Vice President for Student Affairs and the offices of Counseling Services and Career Services. The University is a community nurtured by co-curricular opportunities for personal development.

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 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 found guilty of such offenses as the above may be subjected to expulsion, suspension, or such other 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 arbitrator in matters of student discipline and conduct, as set forth in the Charter and Bylaws of the University.

Student Advisory Board

The Student Advisory Board serves as an official liaison between students, administration, faculty, and staff. The purposes of this organization are to address student-perceived problems, to listen to suggestions and criticisms, and to make recommendations for improvement or change. The Student Advisory Board serves as a vehicle to protect the intrinsic rights of the student body and to ensure the freedoms of thought and speech, which are necessary and consistent with the existence of the Regional Academic Centers as an academic community.
Honor Societies and Student Organizations

Alpha Phi Sigma Honor Society (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 Criminal Justice 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 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 and criminal justice 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.

Kappa Delta Pi Honor Society

Kappa Delta Pi is the oldest and largest national honor society for students of education in the United States. Mercer opened a chapter of this society in 1994. The criteria for membership in the society are:

1. Students must be admitted to the Teacher Education Program.
2. Students must have a minimum 3.50 cumulative grade point average.
3. Students must have a 3.80 GPA in their education courses (for Middle Level students, that would include concentration courses).
4. Students must have senior status.
5. Students must be recommended by the faculty of the Teacher Education Department. Recommendations will be based on potential or achieved educational leadership and exemplification of worthy educational ideals.

**Omicron Lambda Honor Society (For undergraduate students in Organizational Leadership)**

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

The criteria for membership in the society are:

1. Members 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 (1) and (2) 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.

**Phi Kappa Phi**

Phi Kappa Phi is a national honor society with the primary objective of recognizing and encouraging superior scholarship in all fields of study. The University’s chapter was installed in 1982. Membership is open only to juniors and seniors who have demonstrated unusual achievement in scholarship.

**Tau Upsilon Alpha Honor Society**

Tau Upsilon Alpha is a national honor society for students in undergraduate and graduate degree programs in the Human Services. Established in 2006 under the auspices of the National Organization for Human Services, Mercer University’s Eta Chapter became, in 2007, a charter member of the honor society.

Criteria for membership in the Eta Chapter include being a major/minor in the Human Services degree program, having a 3.5 cumulative GPA, being in the highest 35% of one’s class, enrollment at Mercer University for three semesters as a full-time student, and exemplifying the leadership and ethical characteristics of the Ethical Standards of Human Services Professionals.

**Counseling Services in Macon and Atlanta**

Mercer University provides counseling services on the Atlanta campus (the Counseling Center in the Sheffield Center) for students enrolled on that campus as well as those attending the Academic Centers in Henry and Douglas Counties, and in Newnan. The Macon campus provides counseling services (Counseling and Psychological Services behind the MEP residence hall) for the students enrolled on the Macon campus as well as those attending the Eastman Academic Center. The counseling centers are staffed by licensed counselors who provide services at no charge. Some conditions and situations may necessitate referral to other resources. Educational programs are offered on related topics. The staff of the counseling centers also provides consultation for Mercer’s faculty, staff, parents, and students.
Career Services

The Office of Career Services, on the third level of the Connell Student Center in Macon and the Office of Career Management in the Administration and Conference Center (AAC) in Atlanta and in the Henry Regional Academic Center annex located in McDonough, GA, offer a range of services to assist all students and alumni in making informed choices about academic majors and career directions. Assistance with the following is available for students and alumni: career exploration, career transitioning, résumé preparation, interviewing skills, conducting a strategic job search, networking, and dressing for success, as well as other career related services. Computer based services and information are available to all Mercer students at http://career.mercer.edu/.

Library Services

The primary mission of the Mercer University Libraries is to serve as a gateway of information resources by providing strong collections and innovative, technology-rich patron services to support the present and future educational needs of the University community. The four Mercer libraries and three Regional Academic Centers’ library collections offer a wide variety of print, non-print, and electronic resources, including Web-based library catalogs and remotely accessible full-text resources. Mercer is a full participant in GALILEO, the award-winning statewide library network, of full-text resources, e-books, and indexes, that brings a full array of information resources to desktop computers. Combined, the University's libraries are a powerful part of the curricula of the schools and colleges.

The Regional Academic Centers’ Library Services (http://libraries.mercer.edu) are an integral part of the Centers’ academic programs. Library faculty and staff provide personal assistance to Mercer’s students and employees in locating information resources; this assistance can be provided in person, by e-mail, or by phone. Research guides and tutorials on the library's web-site supplement these classes.

Small core collections are maintained at each Regional Academic Center, and these are augmented by the wealth of electronic materials delivered through the library's websites or by document delivery from another location. Center students and faculty may also take advantage of the Tarver and Swilley library collections and services on the Macon and Atlanta campuses, respectively.

The Jack Tarver Library in Macon serves primarily undergraduates from the College of Liberal Arts and the Macon programs of the Stetson School of Business, the Tift College of Education, the School of Engineering, the Penfield College of Mercer University, and the Townsend School of Music.

The Monroe F. Swilley Jr. Library in Atlanta serves the College of Pharmacy; the College of Health Professions; the McAfee School of Theology; the Georgia Baptist College of Nursing; and the Atlanta programs of the Stetson School of Business, the Penfield College of Mercer University, the Tift College of Education, and the English Language Institute.

The Medical Library and Peyton T. Anderson Resources Center, located in the School of Medicine in Macon, offer a variety of materials that support the Medical School's problem-based curriculum, graduate programs, faculty research and development, and community health interests.

The Furman Smith Law Library, which is accessible to law students 24 hours a day, is the center for legal research information at Mercer's law school. The law library's staff of sixteen includes professional librarians who have both law degrees and master's degrees in library and information science. The library's staff provides instruction in the required "Introduction to Legal Research" course, as well as the elective "Advanced
Legal Research™ course, which further develops a lawyer's ability to critically select and use a wide range of legal information sources. Mercer law librarians also teach specialized legal research, as part of doctrinal courses, on topics such as labor, securities, tax, and environmental law. The library's collection includes judicial, legislative, administrative, and practice materials, in electronic and print formats, for all jurisdictions, with an emphasis on Georgia and the Southeast. The library and computer lab form a fully integrated, functional unit, and Mercer law students utilize desktop computers and network drops to access the law school's network.
Financial Information

2015-16 Academic Year Only

Tuition and Fees

Undergraduate Tuition Rate............................................................... $422/credit hour

Graduate Rates

Master of Science in Clinical Mental Health Counseling .......................... $560/hr
Master of Science in Clinical Mental Health Counseling /
    Master of Divinity in Pastoral Care and Counseling........................... $560/hr
Master of Science in Human Services ............................................... $560/hr
Master of Science in Public Safety Leadership .................................... $560/hr
Master of Science in Rehabilitation Counseling .................................. $560/hr
Master of Education in Early Childhood ........................................... $560/hr
Master of Education in Higher Education Leadership ............................ $560/hr
Master of Education in Independent and Charter School Leadership ....... $560/hr
Master of Science in Organizational Leadership .................................. $560/hr

Master of Science in Organizational Leadership / Master of
    Divinity in Leadership for the Nonprofit Organization ....................... $560/hr
Master of Science in School Counseling ........................................... $560/hr
Educational Specialist in School Counseling ....................................... $585/hr
Doctor of Philosophy in Counselor Education and Supervision ............... $689/hr
Educational Specialist in Early Childhood Education ........................... $585/hr
Educational Specialist in Educational Leadership ................................ $585/hr
Educational Specialist in Teacher Leadership ..................................... $585/hr
Doctor of Philosophy in Curriculum and Instruction ............................ $689/hr
Doctor of Philosophy in Educational Leadership .................................. $689/hr
Professional MBA ............................................................................ contact Stetson School of Business and

Internship, fieldwork, practicum (COMM 475, CRJS 470,
    HRAD 495, HSRV 275, 475, and PSFT 470) ....................................... $100
EDUC 398 and 399; EDEC 483, 484, 486 ........................................... $150
EDUC 485 and 488 Professional Practicum/Mentored Practicum ............... $240
EDUC 492 and 498; EDEC 492 Student Teaching/Internship ..................... $360
EDUC 662, 676, 679, 725 ................................................................. $75
Internship, fieldwork, practicum (COUN 609, 610, 639, 640, 910; RHAB 609, 610)
    for Counseling majors ............................................................... $100
Educational Leadership Academy Fee for EDEL courses: 601, 645A, 703, 704,
    810, 898, 811 ............................................................................. $65
Internship for Public Safety (PSLD 632) ............................................... $100
Test and Assessment for Counseling majors (COUN 617) ....................... $50

Tift College of Education and Penfield College Special Fees:

FINANCIAL INFORMATION / 43
Miscellaneous Fees:

Facilities and Technology Fee:
Undergraduate students enrolled
12 hours or more ........................................... $150/semester
Undergraduate students enrolled
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
Laboratory Fee (charged each session per designated laboratory class) ............ $50
Audit Fee (for part-time students) ........................................... $150 each course
Audit Fee (for full-time students) ......................... no charge for one audit per semester
.................................................................................. $150 each additional audit
Challenge Examination ........................................... $250 per test
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
Application Fee .......................................................... varies by program
Late Registration Fee ......................................................... $50 per semester
Late Payment Fee .............................................................. $50
Registration Reinstatement Fee ............................................... $50
Returned Check Fee ......................................................... $50 or 1% of the face value of the check whichever is greater
(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.

Billing and Fee Payment

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

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.
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 MyMercer 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.

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 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 is unable to 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. All 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 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.

V A 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 – International Students**

All International 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, 1501 Mercer University Drive, Macon, GA 31207 (Telephone: 478-301-1111).

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 attendance 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 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.

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

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><strong>Total</strong></td>
<td><strong>$8,727.12</strong></td>
<td><strong>$7,832.88</strong></td>
</tr>
</tbody>
</table>

**Financial Aid Refund Calculation**

Total Title IV aid to be returned = \(4,245 \times 47.3\%\) = $2,007.89

Total Non-Title IV aid to be returned = \(7,832.88 - 2,008\) = $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><strong>Total Title IV Aid</strong></td>
<td><strong>$4,245.00</strong></td>
<td><strong>$2,237.00</strong></td>
<td><strong>$2,008.00</strong></td>
</tr>
</tbody>
</table>
### Session-Based Federal Return Calculation

**Scenrio #1:**

<table>
<thead>
<tr>
<th></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 6(^{th})</td>
<td>March 3(^{rd})</td>
<td>57</td>
</tr>
<tr>
<td>Session 2</td>
<td>March 7(^{th})</td>
<td>May 3(^{rd})</td>
<td>58</td>
</tr>
<tr>
<td>Session 3</td>
<td>January 6(^{th})</td>
<td>May 3(^{rd})</td>
<td>118</td>
</tr>
</tbody>
</table>

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 withdrawals from both session 1 courses and drops both session 2 courses on the same day.

**Total number of days student is enrolled = 17 days**

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

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

### Charges Refund

<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

- **Total Title IV aid Earned**
  
  \[
  \frac{\text{Total Title IV aid Earned} \times 14.4\%}{100} = \text{Financial Aid Refund}
  \]
  
  \[
  \frac{\$5,120 \times 14.4\%}{100} = \$737.28
  \]

- **Total Title IV aid Unearned**
  
  \[
  \frac{\text{Total Title IV aid Unearned} \times 737.28}{100} = \text{Financial Aid Refund}
  \]
  
  \[
  \frac{\$5,120 \times 737.28}{100} = \$4,382.72
  \]
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 reduced Pell Grant award for half-time attendance. The Return to Title IV calculation will only include $1,412 of the Pell Grant awarded.

52 / MERCER UNIVERSITY
Total Title IV aid Earned  $7,599 x 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 x 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>

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>
Refunds and Stipends

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.

A student may select their method of refund or stipend through their MyMercer student portal. Mercer currently offers Direct Deposit, Reloadable Prepaid Debit Card, or paper check. As paper checks are mailed to the address listed on the Student's Master File, each student is responsible for ensuring his/her address is accurate to avoid delays in receiving their check. The Bursar Office encourages students to enroll in Direct Deposit to ensure the fastest and most efficient handling of their stipends.

Leave of Absence

Approved Leave of Absence

A student who is on an approved leave of absence will be in a loan repayment status for Title IV loan repayment purposes.

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 approved, the withdrawal date is the date that the student begins the leave of absence.

Financial Assistance

Mercer University’s financial aid programs are administered in conjunction with a federally-established policy and philosophy of financial aid for education. 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 the 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 Office.
In order for a student to be considered for every type of assistance available, a Free Application for Federal Student Aid (FAFSA) must be completed each year. Students may complete the FAFSA at www.fafsa.ed.gov.

Mercer’s priority dates for RECEIPT of all required forms are outlined below:

- April 1 - Summer Semester Priority Date for All Students
- June 1 - Fall Semester Priority Date for Returning Students
- July 1 - Fall Semester Priority Date for New Students
- Nov 15 - Spring Semester Priority Date for All Students

Forms received after the priority dates will be given consideration; however, to ensure financial aid eligibility, all required forms must be received in the Financial Planning Office at least 30 days prior to the LAST class day of the term or the last day of enrollment, whichever occurs first. Since the FAFSA may require several weeks processing time, we recommend that it be submitted to the Federal Processor at least three weeks prior to the priority date. The FAFSA Application must be completed each year.

Full-time undergraduate students who are legal residents of Georgia will be considered for the Georgia Tuition Equalization Grant, HOPE and Zell Scholarships (if eligible) upon completion of the FAFSA. If a student does not wish to complete the FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GACollege411.org.

Summer Term - A Mercer 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 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.

**Satisfactory Academic Progress Standards**

Mercer's Satisfactory Academic Progress (SAP) standards are 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 and quantitative standards.

- 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

Failure to maintain satisfactory academic progress standards affects a student’s eligibility to receive federal and state financial aid. Students who do not meet SAP standards have the option to appeal based on mitigating or special circumstances.

### Qualitative Standard for Undergraduate Programs

The Qualitative standard is a graduated standard based on cumulative GPA. A student must meet the following grade point average (GPA) at the end of each semester to meet satisfactory academic progress standards.

<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>

*For Graduate Programs offered through the Regional Academic Centers, students must maintain the GPA required to remain in the individual program of study.*

### Quantitative Standard

There are two components to the Quantitative Standard: 1. Maximum Time Frame, and 2. Cumulative Completion Percentage. Both standards will be evaluated at the end of each semester.

**Maximum Time Frame** – A student may receive financial aid for a maximum of 150% of the published length of the educational program. The measurement is cumulative, including all semesters of enrollment, with or without Title IV assistance, including all accepted transfer hours.

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:

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

**Cumulative Completion Percentage** - A student must earn (complete with a passing grade) at least 67% of all hours attempted in the educational program.

- **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, until the course is completed. A passing grade will count as hours attempted and earned; a failing grade will remain as hours attempted.

• **Repeat Courses** are counted for previously failed classes. Repeat courses are counted only once for previously passed courses.

**SAP Warning**

A student’s academic performance is evaluated at the end of each semester. If a student does NOT meet one or more of the above noted qualitative and quantitative SAP standards, the student will be placed on SAP Warning during his/her next semester of enrollment.

- A student may receive federal and state financial aid, assuming all other eligibility criteria are met, while on SAP Warning. Thus, no appeal is necessary by the student at this point.

- A student must meet all qualitative and quantitative SAP standards at the conclusion of the SAP Warning semester in order to continue to receive federal and state financial aid.

- If a student does NOT meet all SAP standards at the conclusion of the SAP Warning semester, the student is no longer eligible for federal or state financial aid until all SAP standards have been met. The student does however have the option to submit an SAP Appeal.

**Appeal Process**

Students who believe 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, may provide a written appeal to the Office of Student Financial Planning. The appeal must be a complete summary of the student’s circumstances and must include supporting documentation such as death certificate, doctor referrals, medical bills, etc. **All appeals must be submitted within 10 calendar days of receiving an SAP denial letter.**

The Financial Planning Appeals Committee will review the appeal and notify students of their decision. Decisions made by the committee are final.

If the appeal is approved, the student will be placed on SAP Probation for one semester. The student will be expected to meet all SAP standards by the end of the probationary semester unless an alternative academic plan, designed to ensure the student will meet SAP standards by a specific point in time, is included in the appeal response.

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

**SAP Probation**

A student whose SAP Appeal has been approved by the Appeals Committee will be placed on SAP Probation during his/her next semester of enrollment.

- A student may receive federal and state financial aid, assuming all other eligibility criteria are met, while on SAP Probation.

- A student must meet all qualitative and quantitative SAP standards, or the standards in an alternative academic plan outlined by the SAP Appeals Committee, at the conclusion of the SAP Probation semester in order to receive federal and state financial aid during a subsequent semester.
• If a student does NOT meet all SAP standards, or the standards in the alternative academic plan outlined by the SAP Appeals Committee, at the conclusion of the SAP Probation semester, the student is no longer eligible to receive federal or state financial aid until all SAP standards have been met.

Federal and State Grants

Federal Pell Grant: Undergraduate students seeking their first bachelor’s degrees may qualify for this need-based federal grant. Eligibility for and dollar value of the Pell Grant is determined by the student’s “Expected Family Contribution” (EFC), as determined on the FAFSA, along with the cost of education at the institution and the student’s enrollment status. Completion of the FAFSA serves as an application for the Pell Grant. The maximum Pell Grant for the 2015-2016 academic year is expected to be $5,775.

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>Award Year 3</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>$1,250</td>
</tr>
<tr>
<td></td>
<td>Percent Used</td>
<td>100%</td>
<td>25%</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>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>
</tbody>
</table>

Total Lifetime Eligibility Used — LEU

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 a 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 Residency 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 class day. 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 (FAFSA) Application prior to beginning his/her first term of enrollment as a full-time student and meet all the eligibility requirements. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GAccollege411.org. Students can only receive this grant for 127 paid semester hours. The dollar value of the grant varies depending on the funds appropriated by the state legislature. The grant is expected to be up to $450 per semester for the 2015-2016 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. All amounts are contingent upon GA Legislation and subject to change. Georgia high school graduates who are name 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 (GGSFAPSS) must be completed by going to GAcollege411.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). Student must be enrolled half-time 15 calendar days after the end of the 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 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.

TEACH Grant: The federal TEACH Grant Program provides up to $4,000 per year to students who are seeking their first undergraduate or graduate degree and are enrolled in a TEACH eligible program, as defined by the Tift College of Education. Students must be fully accepted into their academic program by the Tift College of Education and either maintain a 3.25 GPA or score in the 75th percentile in at least one
section of a nationally-normed admission test. In exchange for receiving a TEACH Grant, students must agree to serve as a full-time teacher in a high-need field in a school that serves low income students for at least four academic years. IMPORTANT: For students who fail to meet this service obligation in its entirety, the TEACH Grant will be converted to a federal Direct Unsubsidized Loan, with interest assessed from the original disbursement date. See the Regional Academic Center Financial Planning Office website (http://financialaid.mercer.edu/regional-academic-centers/) for application information.

**Endowed Scholarships**

Back to School Scholarship for Women: The Back to School Scholarship for Women was established to provide financial support for the educational pursuits of female students attending Mercer University’s Regional Academic Centers. Scholarship recipients are selected based on the following criteria: (1) the student must be female and at least twenty-five years of age; (2) the student must be in good academic standing or be accepted without provision into Mercer University; (3) the student must enroll for a minimum of 6 semester credit hours per term; (4) the student must not be eligible to receive the Pell Grant for the term covered by the scholarship; and (5) the student must submit a personal statement concerning her pursuit of a college degree. Recipients of these $500 scholarships are selected by the Scholarship Committee. Applications are available on the Forms page of the Regional Academic Center Financial Planning Office website, financialaid.mercer.edu/regional-academic-centers/. In order to be considered for the scholarship, a complete application should be returned to the Financial Planning Office at least one month prior to the first class day of the fall or spring semester. (No awards will be made during the summer semester.)

**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, 2015 through June 30, 2016
  - 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 this 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 in 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 payment the loan payment. 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 generally 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.

William D. Ford Federal Direct Plus Loans: These loans are available to graduate students and to credit-worthy parents of dependent undergraduate students. To apply, a separate application must be completed every year by the graduate student or by a parent or legal guardian of an undergraduate student. The annual limit a parent or graduate student can borrow is equal to the cost of attendance minus the financial aid which the student receives. Currently, the interest rate is fixed at 6.84% for loans disbursed between July 1, 2015 and June 30, 2016. Interest begins to accumulate at the time the first disbursement is made, and repayment begins within 60 days after the final loan disbursement each year.

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
     OR
   • There are extenuating circumstances relating to the adverse credit history (NOTE: Endorsers are not eligible for this option)
     AND
   • 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.

   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 Loans:** Students who enroll at least half-time and who demonstrate exceptional financial need may qualify for a Perkins Loan. Please note that funds are not sufficient to assist every applicant. Proven need for financial assistance and availability of funds determine the applicant’s award. Completion of the FAFSA is required.

   Undergraduate students may be awarded a maximum of $4000 per year, and graduate students may borrow up to $6000 per year. The aggregate limits that a student may borrow are $20,000 for undergraduate study and $40,000 for graduate study (including loans for undergraduate study). Interest accrual and repayment begins nine months following withdrawal or graduation from Mercer. The interest rate is 5%. Deferment and cancellation provisions exist for certain teachers, nurses, law enforcement officers, and others. Additional information regarding cancellation and deferment options can be found at www.studentaid.ed.gov.

   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, a 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.

Federal Work-Study Program

The Federal Work-Study Program is a program designed to provide a student the chance to pay part of his or her educational expenses by working a part-time job on campus or in a community service job off-campus. In order to be employed under this program, the student must: (1) be enrolled or accepted for enrollment; (2) show evidence of financial need through the FAFSA; and (3) maintain satisfactory academic progress while employed under this program.

All on-campus employment must be authorized by the Student Employment Coordinator before the student begins working. A Student Work Authorization Form is required every year for each job a student worker is assigned. Students must also complete an I-9 Form within three days of employment. Interested students should contact the Financial Planning Office.
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.

ACADEMIC INFORMATION / 67
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; ENVS 210; ENVS 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.
Degree Programs

The following programs are available at the Regional Academic Centers and on the campuses as noted:

**Eugene W. Stetson School of Business and Economics**

**Undergraduate Program:**
Bachelor of Business Administration (Atlanta, Macon, Henry County, and Douglas County)

**Graduate Programs:**
Master of Business Administration (Macon and Atlanta)
Executive Master of Business Administration (Atlanta)
Professional Master of Business Administration (Atlanta, Savannah, and Newnan)
Master of Accountancy (Atlanta)

**Tift College of Education**

**Undergraduate Programs:**
Bachelor of Science in Education, Early Care and Education (Atlanta and Douglas County)
Bachelor of Science in Education, Early Childhood/Special Education General Curriculum (Macon, Henry County, Douglas County, Newnan, and Eastman)
Bachelor of Science in Education, Middle Level Education (Macon, Henry County, and Douglas County)

**Graduate Programs:**
Refer to the “Graduate” section of the Macon and Atlanta catalogs or the “Graduate” section of this catalog for information on the following graduate programs:

Master of Arts in Teaching (Atlanta and Macon)
Master of Education in Early Childhood Education (Distance Learning/Online through Centers and on Atlanta Campus)
Master of Education in Middle Grades (Atlanta)
Master of Education in Secondary Education (Atlanta)
Master of Education in Reading (Atlanta)
Master of Education in Independent and Charter School Leadership (Atlanta and Macon)
Master of Education in Higher Education Leadership (Atlanta and Macon)
Specialist in Education in Educational Leadership (Macon, Henry County, Atlanta, and Savannah)
Specialist in Education in Early Childhood Education (Distance Learning/Online)
Specialist in Education in Teacher Leadership (Distance Learning/Online/Atlanta)
Doctor of Philosophy in Educational Leadership (Macon and Atlanta)
Doctor of Philosophy in Curriculum and Instruction (Macon and Atlanta)

**Penfield College of Mercer University**

**Undergraduate Programs:**
Bachelor of Applied Science, Human Resources Administration and Development (Douglas County and Henry County)
Bachelor of Applied Science, Organizational Leadership (Atlanta, Douglas County, Henry County, and Macon)
Bachelor of Arts, Communication (Atlanta, Douglas County, and Henry County)
Bachelor of Arts, Liberal Studies, (individualized majors and concentrations) (Atlanta, Douglas County, Henry County, and Macon)
Bachelor of Science, Psychology (Atlanta and online)
Bachelor of Science, Public Safety Leadership (Atlanta, Douglas County, Henry County, Macon, Newnan, Online, and only Minor in Eastman)
Bachelor of Science in Social Science, Human Services (Douglas County, Eastman, Henry County, and Macon)
Bachelor of Science, Informatics (Atlanta, Douglas County (Jan. 2014), Henry County, and Macon)

**Graduate Programs:**
Master of Science in Clinical Mental Health Counseling (formerly Master of Science in Community Counseling and Master of Science in Counseling) (Atlanta)
Master of Science in Human Services (Henry County)
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/Henry)
Master of Science in Public Safety Leadership (Atlanta and Henry County)
Master of Science in Rehabilitation Counseling (Atlanta)
Master of Science in School Counseling (Atlanta)
Educational Specialist in School Counseling (Atlanta)
Doctor of Philosophy in Counselor Education and Supervision (Atlanta)

**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.

**The Honor System**

Academic integrity at Mercer University is maintained through the Honor System. The Honor System imposes on each student the responsibility for his or her own honest deportment and assumes the corollary responsibility that each student will report any violations of the Honor Code about which he or she has information. The Penfield College of Mercer University, the Stetson School of Business and Economics, and the Tift College of Education have established committees to investigate, receive testimony, evaluate, and judge cases brought before them by students or faculty members.

**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.

Student Classification

Undergraduate classification is based on the satisfactory completion of academic semester hours of credits, as follows:

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

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 Numbers

Undergraduate Level Courses:

100-199: Courses generally considered introductory in nature, including those carrying no prerequisites, and those intended primarily for freshman-level students.

200-399: Intermediate-level courses designed for students at the sophomore, junior, or senior levels. These are courses carrying prerequisites or requiring a level of sophistication not usually attained until after a student’s first year of college.

400-499: Advanced-level courses generally requiring senior status, including, but not limited to, such courses as seminars, senior independent or directed study, research, colloquia, etc.
Courses numbered below 300 are lower-division courses. Courses numbered 300-499 are upper-division courses.

**Graduate Level Courses:**

**Eugene W. Stetson School of Business and Economics**

600-699: Graduate level 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 level classes

700-799: Education Specialist classes

800-899: Doctor of Philosophy classes

**Penfield College of Mercer University**

600-999: Graduate courses designed for graduate students only

**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 Per Credit Hour</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>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D**</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>FQ</td>
<td>Failure.Quit Attending/Never Attended</td>
<td>0</td>
</tr>
<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 the final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>*</td>
</tr>
<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>
<td>*</td>
</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**

Some courses are offered only on the basis of satisfactory/unsatisfactory grading; this grading option is stated in course descriptions. Students in the Penfield College of Mercer University, the Tift College of Education, and the Stetson School of Business and Economics may elect the S/U option in certain courses. For policies on this option, see the catalog section about each of these schools/colleges.
Hours earned with a satisfactory grade will be added to the total required for graduation, but will not affect the cumulative grade point average; an unsatisfactory grade will result in no hours earned and in no penalty to the cumulative grade point average.

The satisfactory grade requires a standard of achievement equivalent to that which is 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 satisfy interests outside of their fields of chosen concentration without placing themselves in academic jeopardy.

Students who elect the S/U option must officially declare the decision no later than the end of the drop/add period, and they cannot change this decision after the drop/add period. Courses originally taken on a letter grade basis may not be repeated on an S/U basis.

**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.

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.

**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.

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.

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.

Academic Advising

Academic advising is integral to a student’s educational experience at Mercer University. Students should meet with their advisors throughout the year to plan their academic programs and evaluate their progress. Advisors are critical in helping students make certain that all educational requirements are met. Additionally, a student is encouraged to confer with an advisor when a schedule change becomes necessary.

Registration

Registration is required for admission to any class. The University requires all students to have a clear financial account before registering. Completing the registration process commits a student to the courses requested and to the corresponding fees and charges incurred. In addition to the advisor’s approval/signature, students should obtain any other signatures/permissions required for special circumstances, such as a dean’s signature for overloads or the instructor’s signature for independent study, internships, etc. Students should consult the University catalog and the current schedule of classes.
for any prerequisites and special requirements for specific courses and for instructions for registration procedures.

**Academic Loads**

An academic load of 12 semester hours qualifies an undergraduate student for full-time status. Students who wish to receive their degrees at the end of four academic years should complete 16 hours of credit each semester, or 32 credit hours per year, which may necessitate taking classes during the summer.

After their first semesters in residence, students with cumulative grade point averages of B (3.0) or higher are permitted to take course overloads, which is the maximum load of 18 hours of credit per semester or nine hours per eight-week session. Course overloads must be approved by the appropriate dean, and the cumulative average of B must be maintained to retain the privilege in succeeding terms. A student whose cumulative grade point average is C (2.0) or higher may have the privilege to take a course overload during one term of the senior year to make up a deficiency in hours.

Penfield College of Mercer University students should reference their section of this catalog for course load requirements.

For course load information for graduate students, see the appropriate catalog describing the program of interest.

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

**Schedule Changes**

Course changes may be made on or before the dates specified in the calendar for the Regional Academic Centers’ programs. Students wishing to change courses prior to the beginning of classes or during the drop/add period must do so by using the on-line registration system or completing and returning a Schedule Change Form, available at each regional academic center.

**Course Withdrawal**

Students 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. A student who withdraws after the deadline will receive an F, except in extreme personal circumstances and with appropriate documentation. To be officially withdrawn from a course, students must request withdrawal by completing a Course Withdrawal Form and submitting it to the Office of the Registrar.

Students should read the financial information section of the catalog and contact the Financial Planning Office before officially withdrawing from a course. Financial aid could be reduced upon 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 announced 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.

Final Examinations

Instructors schedule final examinations during regular class time. Any changes in the
examination schedule may be authorized only by the appropriate associate dean.
Permission for a make-up examination due to illness or another emergency may be
permitted at the discretion of the instructor.

Advance Placement and Credit-by-Examination

Students who take Advanced Placement (AP) courses at the high school level and
complete the examination administered by the Educational Testing Service are awarded
credit based on the score 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 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 at the 50th percentile 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
which 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 transcript or from the International Baccalaureate Office.

In addition to CLEP, Advanced Placement, DANTES, ACT-PEP, and International
Baccalaureate exams, students may earn credit toward their degrees through the credit-
by-examination procedures established in each of the colleges and schools of the
University. These credits are awarded upon completion of institutionally developed and
administered examinations. Each college/school determines the courses for which credit-
by-exam may be given and establishes the criteria for awarding credit. No college,
school, or department is obligated to offer an institutionally developed credit-by-exam
option.

Credits earned through the University's credit-by-examination process will be posted
to the permanent academic record in the transfer credit area. This credit will carry an
annotation which identifies it as credit-by-examination. It will not carry quality points or a
grade and, therefore, will not affect the cumulative grade point average.

To be eligible to sit for a departmental exam, a student must be actively enrolled at
Mercer in the semester in which the exam is to be taken. Appropriate fees must be paid
prior to the exam and are non-refundable. Application forms for these exams are
available in the Office of the Registrar.
A student may receive no more than 32 hours of credit from all extra-course examinations, including Advanced Placement, CLEP, DANTES, ACT-PEP, the International Baccalaureate Program, and credit-by-examination.

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 shall be made only if 75 percent of the classes are attended.

Students may audit, with appropriate approval, any courses for which they are eligible. A student who is auditing a course may not decide instead to take the course for credit after the last day for course schedule changes (drop/add). Courses that a student audits may not later be taken by that student for credit, nor may the student receive credit-by-examination for those courses. 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.

See the “Financial Information” section of this catalog for the auditing fee.

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.

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 the 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.

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 the appropriate dean and the Registrar's Office and must have been enrolled at Mercer and attended classes there for at least one semester. 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 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 host institution has acceptable accreditation and the student earns grades of C or better.
Course outlines (syllabi) and catalog information may be required before approval for transient status is granted. Courses taken as a transient student will in no way affect the Mercer cumulative grade point average; however, all transfer credit attempted will be considered when determining University honors at graduation.

It is the student’s responsibility to request that a transcript be sent to the Registrar’s Office at Mercer University. 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 is a grade point average of 2.0 for undergraduate students. Anything below this minimum puts the student’s academic career in jeopardy. Within these guidelines a school may have additional procedures due to special programs. Notations of warning, probation, and suspension will be added to the transcript.

1. **Warning**
   An academic warning shall be issued to students whose cumulative average is below 2.0. A student with an academic warning may return to academic good standing by achieving a cumulative average of 2.0 or higher.

2. **Probation**
   Students with a cumulative average below those listed in the following table will immediately incur the status of academic probation. Students with probationary status may be subject to specific conditions in order to enroll.

<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>

   (Students below 2.0 but at or above the averages listed in the table will continue to be warned.)

3. **Suspension**
   Students academically suspended from the university are neither permitted to enroll in any courses nor to participate in any university related activities. Students who fail to fulfill the conditions of their probationary status may be suspended. Students who fail to meet the required minimum cumulative grade point average on three consecutive occasions (including the summer term) will be subject to suspension for one term. Also, 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. Students may be re-admitted to the university with permission from an academic dean.

For new transfer students completing their first term at Mercer, only hours earned at Mercer that term will be considered for determining academic standing. In subsequent terms, total hours earned will include transfer credit and hours earned at Mercer. In all cases, only Mercer hours are used to calculate the cumulative grade point average.
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>3.66</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

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 32 semester hours and at least a 3.50 GPA at Mercer. In determining the GPA’s of students with any transfer credit, the total average and the Mercer average separately will be evaluated, 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 found responsible for of an Honor Code violation is not eligible to graduate with honors.

Departmental Honors

Departmental honors may be conferred independently of all other distinctions. They are designed to recognize students who have distinguished themselves in the departments of their majors; they will not be announced at graduation, but a notation of departmental honors will be entered on the students’ permanent records. The specific requirements for each department’s honors are listed in this catalog with the course requirements for the major, and details may be obtained from department chairs.
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 may 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.

Minors may also be earned across school or college lines under the same provisions as those stated above for majors. 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 different 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 and different Bachelor’s Degree after graduation must complete the general education requirements appropriate to the degree being sought, meet the residence 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 averages 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 department, school/college, and university degree requirements as published in the
University 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.

**Participation in Commencement Ceremonies**

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 for that academic year. Students to whom degrees have already been awarded during the current academic year (i.e., at the end of the previous summer or fall semester) may also participate in that year’s commencement ceremony.

In extraordinary situations, a 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 Office of the Registrar for special consideration to participate in the commencement ceremony.

Graduate students may participate according to the policies of their individual schools or colleges. (See “Graduate Studies” section.)

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

**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. (See the paragraph above on “Participation in Commencement Ceremony.”)

**Student Records (Transcripts)**

A student may obtain a copy of his/her academic record (transcript) by sending a written request to the Office of the Registrar, 1501 Mercer University Drive, Macon, Georgia  31207. Telephone or e-mail requests will not be honored. Transcripts produced by the Office of the Registrar include the complete record of a student’s academic history at Mercer University. The transcript includes both undergraduate and graduate records.

Academic records accumulated in the professional schools (i.e., law, medicine, and pharmacy) must be requested from the appropriate school.

The University does not provide copies of official transcripts received from other schools or institutions.

**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 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
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 Student Affairs Committee, which will make a recommendation to the appropriate dean. Appeals for reconsideration of a decision by the Student Affairs Committee must be presented in writing to the 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.

undergraduate degrees

The Stetson School of Business and Economics offers the Bachelor of Business Administration (BBA) degree. In both Douglas County and Henry County, the degree is completed through a personal portfolio of study (PPS).

graduate degrees

Information on the Master of Business Administration program is published in the graduate section of this catalog. Information about the Executive Master of Business Administration and the Master of Accounting can be found in the Atlanta 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. Interested students should contact the Director of Academic Affairs on the Atlanta campus for specific information.

international student services

The University provides information to international students about government regulations concerning F-1 Student Visas and other assistance services. International students are encouraged to seek assistance from the Division of Student Affairs and from the Office of International Programs on the Macon campus, or from the International Student and Scholar Advisor in the Office of International Programs on the Atlanta campus.

86 / MERCER UNIVERSITY
UNDERGRADUATE PROGRAMS
POLICIES AND PROCEDURES

Admission

The Stetson School of Business and Economics offers programs in Macon, on the Cecil B. Day Campus in Atlanta, and at the Regional Academic Centers in Douglas County and Henry County. Elective course offerings at the various locations may differ.

Freshmen

See detailed information under the Admission Information section of this catalog.

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 a 2.5 or better for all college-level credit attempted.
2. Good 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.

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.

1. 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.

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 regionally accredited four-year institution, except for MGT 498, which must be taken in residence. Upper division credit for the business core courses (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 an equivalent of 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 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.

**Satisfactory- Unsatisfactory Grading Option**

Students seeking the BBA degree (regardless of their grade point average or academic year at Mercer) are permitted to take two courses per 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, economics, finance, management, or marketing may be taken on an S-U basis, unless the course is graded on a nonoptional S-U basis. Courses taken that 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. Often, the availability of sufficient elective courses will allow a student to minor or take courses in some other area of study.

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 of credit toward graduation are not awarded for exempted courses. Hours of 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 directed research in business, 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 of 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

The requirements for inclusion on the President’s List and the Dean’s List are specified in the University’s undergraduate academic policies.

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.

School Honors at Graduation

Honors may be earned independently from overall undergraduate honors (cum laude, magna cum laude, summa cum laude). The school’s 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 both core curriculum courses and in the personal portfolio of study (PPS). (Transfer students must attain a 3.75 or higher grade point average on all courses taken at Mercer in both the core curriculum and the PPS, 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.)

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 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.

Earned a minimum grade of C in all business, math, and major course work at Mercer.

**Academic Warning, Probation, and Suspension**

The policies on academic warning, probation, and suspension are specified in the University's undergraduate academic policies. 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.

**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 Student Development Services, in the Division of Student Affairs. Each internship must be approved by the associate dean or the program director. An internship carries one (1) hour of academic credit, and can be repeated once for an academic career maximum of two (2) credit hours. All such 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. Students should register for BUS 318, Internship in Business.
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 18 total hours taken in a personal portfolio of study;
4. Completion of the general education requirements;
5. Completion of the mathematics, communication, statistics, and computer science courses required for the degree earned;
6. Completion of the courses required in the business core;
7. Completion of the courses and any other requirements for a personal portfolio of study or a general business studies program;
8. Completion of a minimum of 32 hours from Mercer University and 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 business courses that count toward a PPS will count toward meeting the SSBE minimum 30 semester-hours requirement. MGT 498 must be taken in residence;
9. Earn a minimum of 12 semester hours of a personal portfolio of study or the general business studies program in residence;
10. Take the senior assessment examination;
11. The recommendation of the faculty.

CURRICULUM

Students seeking the Bachelor of Business Administration degree with a personal portfolio of study (PPS) in the regional academic centers must successfully complete the general education requirements, the business core curriculum courses, and a six-course PPS. The Stetson School of Business and Economics normally works with the Penfield College of Mercer University to provide general education courses each term, at sites being served by the school, in order to satisfy the general education requirements for students seeking the four-year bachelor’s degree. The specific courses that will be offered at each site will be based on the level of interest and students’ program needs, as expressed by current enrollment statistics, as well as anticipated future interest in the program.
General Education Requirements (48 hours) [SSBE Atlanta, Douglas, and Henry]

Communication (12 hours):
- Written Communication (6 hours): LBST 175 & LBST 180; or Writing Intensive Course(s) (6 hours)
- 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 ensure 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. Courses required for this curriculum include:

- ACC 204, 205
- BUS 346, 349, 350
- ECN 150, 151
- FIN 362
- MGT 363, 382
- 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 prerequisite courses have been completed: ACC 204 and 205; BUS 346; ECN 150 and 151; FIN 362; MGT 363; and MKT 361.

### Upper Division Elective Courses

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 managerially driven world. Courses must be selected from 300-400 level courses from the regional academic centers’ course offerings, from one or more business disciplines (ACC, BUS, ECN, FIN, MGT, or MKT). Courses that fulfill a general education or a business core curriculum requirement may not double-count in the upper-division elective business course component of the BBA degree.

#### Personal Portfolio of Study (Douglas and Henry) (18 hours)

Students may create their own program of study by selecting six upper-division business courses. Students are strongly encouraged to take an international business course as part of their PPS.

<table>
<thead>
<tr>
<th>Free Electives:</th>
<th>(18 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduation Requirements:</td>
<td>(120 hours)</td>
</tr>
</tbody>
</table>

#### Minors for Students Pursuing the B.B.A. Degree

Minors in a business area are not available for students pursuing the B.B.A. degree. B.B.A. degree-seeking students may broaden their PPS program of study to include courses in alternate disciplines or seek a minor outside business.

#### Minor For Students Not Pursuing the B.B.A. Degree

A minor for students not pursuing the B.B.A. degree is offered in business administration. A 2.0 grade point average is required to earn the minor. The School requires that upper-division work in 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 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.
COURSES OF INSTRUCTION

The following undergraduate courses are offered by the Stetson School of Business and Economics at the regional academic center in Douglas County. All of the courses may not be available at each location. Courses offered in the day program in Macon and on the Cecil B. Day Campus in Atlanta are listed in separate catalogs. 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: INSY 102 or CSC 125 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. *

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 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 a PPS. May be repeated once. S/U graded. **

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 and social responsibilities of business will be emphasized. *

BUS 349. Management Information Systems (3 hours) 
Prerequisite: 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 (3 hours) 
Prerequisites: MATH 220 and MATH 130.

94 / MERCER UNIVERSITY
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 364. International Business** (3 hours)
Prerequisite: MGT 363.
This course focuses on the conduct of organizations dealing with the transactions of goods and services across national boundaries, with particular emphasis on the management of these firms. Marketing, financial, human resource, and logistical issues are also explored. The student will develop an appreciation of the thorough understanding of business, cultural, economic, and political issues that an organization must have before it can successfully enter and compete in a foreign market. Application of principles is achieved through a comprehensive project.

**BUS 477. Special Topics in Business (Subtitle)** (3 hours)
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 offerings. 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.

**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 the 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)
Prerequisites: ECN 150, 151, and junior status (or consent of instructor).
A functional study of monetary, banking, and credit structures, including a critical examination of monetary theory and policy recommendations.

**FINANCE (FIN)**

**FIN 362. Principles of Finance** (3 hours)
Prerequisites: ECN 150, ACC 204, MATH 130.
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, MATH 220 or 226.
The 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 463. Intermediate Finance (3 hours)
Prerequisites: FIN 362; MATH 220 or 226.
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. **

MANAGEMENT (MGT)

MGT 363. Principles of Management (3 hours)
Prerequisite: sophomore standing.
Coordination of 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 MATH 220 or 226.
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 decision 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)
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 each 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, and customer satisfaction, and to reduce costs. **

**MGT 498. Strategic Management and Business Policy (3 hours)**
Prerequisites: ACC 204, 205; BUS 346; ECN 150, 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; MATH 220 or 226.
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 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. *
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."

Undergraduate initial certification-only programs of study are available for Birth-Kindergarten, early childhood education/special education-general curriculum, and middle level education through the regional academic centers (the Middle Level Education program is not offered at Eastman or Newnan). Post-baccalaureate initial certification at the graduate level is available on the Macon campus and on the Atlanta campus. Information about graduate level initial certification can be found in the Macon and Atlanta catalogs.

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. The admission process is explained in detail in the Tift College of Education website: education.mercer.edu.

**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 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; 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
- **FDLS 115.** Introductory Algebraic Procedures for Problem-Solving
- **FDLS 130.** Language and Communication*
- **FDLS 150.** Principles of Self-Renewal
- **FDLS 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 test(s) 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, including edTPA.

**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 enroll in a field experience prior to obtaining this certificate. See the next section for more information. Additionally, see: http://www.gapsc.com/Certification/TieredCertification/preService.aspx.)

- 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 requires a clear criminal history and liability insurance before the student may be placed in a school. Securing criminal history clearance and insurance coverage. 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 edTPA 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. Passing scores are required 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

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 205</td>
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TIFT COLLEGE OF EDUCATION / 111
EDEC 230  Learning Through Play and Exploration
EDEC 240  Inquiry-based Curriculum for Infants and Toddlers
EDEC 300  Integrated Curriculum: Preschool through Kindergarten
EDEC 310  Emergent Literacy in Young Children
EDEC 410  Kindergarten Language Arts and Reading
EDEC 420  Kindergarten, Numeracy, Spatial Sense, and Measurement
EDEC 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 the Office of Field Placement, 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
- Obtain Tort Liability Coverage.

(See Teacher Education Field Experience section for more information.)
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 candidate's 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**

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<td>EDUC 399</td>
<td>Fieldwork II</td>
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<td>EDUC 485</td>
<td>Professional Practicum</td>
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<tr>
<td>EDUC 492</td>
<td>Student Teaching</td>
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**Content Studies:.................................................................51 hours**

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<td>EDUC 358</td>
<td>Nature of Learners with Special Needs</td>
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<td>EDUC 365</td>
<td>Professional Development Seminar II</td>
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<td>EDUC 376</td>
<td>Content and Learning Language Arts</td>
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<tr>
<td>EDUC 377</td>
<td>Effective Reading and Writing Methods and Materials</td>
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<td>Children's Literature Across the Curriculum</td>
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<td>Connecting the Home, School, and Community</td>
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<td>EDUC 405</td>
<td>Classroom Management</td>
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<td>EDUC 421</td>
<td>Science for All Learners</td>
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<td>EDUC 428</td>
<td>Content and Learning Social Studies</td>
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<td>EDUC 450</td>
<td>Intervention Strategies for Learners with Special Needs</td>
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<td>EDUC 454</td>
<td>Building Mathematical Competence and Confidence</td>
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<tr>
<td>EDUC 459</td>
<td>Integrated Curriculum and Instruction</td>
</tr>
<tr>
<td>EDUC 464</td>
<td>Professional Development Seminar III</td>
</tr>
</tbody>
</table>

**Electives:..................................................................................18 hours**

**Portfolio .................................................................0 hours**

**TOTAL .................................................................128 semester hours**
MIDDLE LEVEL EDUCATION

The goal of the Mercer University Tift College of Education is to prepare middle level educators as Transforming Practitioners who move through self-transformation during the facilitation of learning, while enabling the transformation of middle level students, a group of unique and diverse individuals transitioning from childhood to adolescence. Candidates in the Middle Level Education program are prepared in general studies, professional and pedagogical studies, and content studies, which include two subject area concentrations. Completion of this program qualifies candidates for Middle Grades Certification in the two areas of concentration.

Program Objectives/Outcomes

Upon completion of the Middle Level Education program, the candidate will demonstrate:

1. A knowledge base that blends knowledge of development of 10-14 year-olds with in-depth knowledge of content, pedagogy, and assessment in the two concentration areas. **TO KNOW**

2. Understanding of the middle school philosophy and concept and knowledge of the characteristics of an effective middle school. **TO KNOW**

3. Knowledge and understanding of middle school students and the uniqueness and diversity (age, ability, gender, special needs, etc.) exhibited by that group of students, and the ability and skills to meet the needs of the diversity exhibited in today's middle schools. **TO KNOW**

4. Knowledge and understanding of effective curricular models that meet the unique needs of middle level students. **TO KNOW**

5. Knowledge and understanding of "teaming" and the ability and skills to collaborate effectively in such a setting, which involves knowledge of content, pedagogy, and assessment across the four concentration areas and of integrated teaching and learning. **TO KNOW, TO DO, TO BE**

6. Knowledge of reading in the content areas and across the curriculum. **TO KNOW**

7. The ability and skills to effectively plan, organize, implement, and assess in a collaborative team setting and as an individual. **TO DO**

8. The ability and skills to provide an effective advisor-advisee component in the middle school curriculum. **TO DO**

9. The ability and skills to be an effective collaborator with families, community, and other partners. **TO BE**

10. The ability and skills to engage in meta-cognition and reflection for continued enhancement and effectiveness as a Transforming Practitioner. **TO BE**

To be highly qualified, the Middle Level Education teacher candidate must be prepared with the uniqueness of middle level schooling as a defining characteristic. In addition to strong preparation in the two content concentrations, the Middle Level Education curriculum includes an embedded emphasis on reading and a focus on integrated instruction. The reading emphasis (which does not result in a reading concentration or a reading endorsement) is a strand in five required courses and
prepares teachers to address the literacy needs of middle level students. The focus on integration is highlighted in two integrated methods courses that address integrated, interdisciplinary planning, teaching, and assessment.

**MIDDLE LEVEL EDUCATION***

**B.S.Ed. Degree**

**128 Semester Hours**

**Requirements**

**General Studies:** ........................................................................................................ minimum 30 hours

**Professional and Pedagogical Studies:** ................................................................. 32 hours

- EDUC 220. Foundations of Education
- EDUC 256. Adolescent Health & Development
- EDUC 283. Fundamentals of Special Education
- EDUC 357. Psychology of Learning
- EDUC 398. Fieldwork I
- EDUC 399. Fieldwork II
- EDUC 485. Professional Practicum
- EDUC 406. Classroom Management for MLE and SEC
- EDUC 492. Student Teaching

**Content Studies:** .................................................................................................... minimum 57 hours

- EDUC 210. Instructional Technologies for Teaching and Learning
- EDUC 360. Introduction to Middle Level Schooling

Two Concentration Methods Courses, chosen from the following:

- EDUC 422. Teaching of Science for MLE
- EDUC 429. Teaching of Social Studies for MLE
- EDUC 455. Teaching of Mathematics for MLE
- EDUC 466. Teaching of English/Language Arts for MLE

- EDUC 460. Middle School Curriculum
- EDUC 461. Middle Level Integrated Methods I: Processes
- EDUC 462. Middle Level Integrated Methods II: Instruction & Assessment
- EDUC 478. Teaching Literacy for MLE

Concentration I (6 courses)*

Concentration II (6 courses)*

*1 concentration course will overlap with general studies

**Portfolio** .................................................................................................................. 0 hours

**Electives** .................................................................................................................. 9 hours

**TOTAL** ..................................................................................................................... minimum 128 hours

*Offered at the Henry County, Douglas County, and Macon Centers only.

**MIDDLE LEVEL CONCENTRATIONS**

<table>
<thead>
<tr>
<th>Language Arts Concentration</th>
<th>Science Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 379: Young Adult Literature</td>
<td>SCIE 100: Methods of Scientific Investigation</td>
</tr>
<tr>
<td>(choose 1: ENGL 300, ENGL or LITR 334)</td>
<td>Earth Science Course (PHYS 106)</td>
</tr>
<tr>
<td>Cultural/Ethnic/Women's Literature</td>
<td>Life Science Course (SCIE 215)</td>
</tr>
<tr>
<td>(ENGL 356, 370)</td>
<td>Chemical/Physical Science Course (SCIE 220)</td>
</tr>
<tr>
<td>British Literature (LITR 447)</td>
<td></td>
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</tbody>
</table>

116 / MERCER UNIVERSITY
American Literature (ENGL 288, LITR 477)
World Literature (LITR 407)
EDUC 466: Teaching English/
   Language Arts MLE

Additional Science Courses
   (choose 2: BIOL 101, 105;
   ENVS 210, 215; PHYS 220, 225;
   SCIE 390)
EDUC 422: Teaching Science MLE

World Literature (LITR 407)
(choose 2: BIOL 101, 105;
ENVS 210, 215; PHYS 220, 225;
SCIE 390)
EDUC 422: Teaching Science MLE

Mathematics Concentration
MATH 130: Topics in Precalculus
MATH 181: Calculus for the Social
   and Life Sciences Functions
MATH 129: Modeling Functions
   210 w/ Graphs and Tables
MATH 160: College Geometry
MATH 140: Applied Mathematics
   Additional Math Course (choose 1:
   Math 150, 220, 282, 310)
EDUC 455: Teaching Mathematics
   MLE

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 at or above the 300-level 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**
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 Fall 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. (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. Graded: S (Satisfactory) or U (Unsatisfactory). Special Fee. Application required. (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. Application required. (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. Application required. (Every semester in at least one location)
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 256. Adolescent Health and Development (3 hours)
A study of the healthy development of adolescents. Specific attention will be given to the influences of health on biological, cognitive, social-emotional, and psychomotor development. (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 360. Introduction to Middle Level Education (3 hours)
This introductory course will examine middle schools, the development of the middle school concept, and topics considered necessary for effective middle school operations. Emphasis will be placed upon the basic techniques for planning, organizing, and assessing instruction at the middle school level. (Every Fall 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 379. Young Adult Literature (3 hours)
This course provides an introduction to the genres of literature for young adults. Areas of focus include: selection and analysis of quality literature, appropriate integration of literature across the curriculum and application of response theory in literature. (Every Spring 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 a minimum of 35 clock hours 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. Application required. (Every semester in at least one location)

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 public schools and will spend a minimum
of 35 clock hours 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. (Every semester in at least one location)

**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 406. Classroom Management for MLE and SEC**  (3 hours)
Pre-requisite: EDUC 460; Full Admission Status.
This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with middle level and secondary students. Focus is on management as a triangular model that demonstrates the inter-relatedness of content, conduct, and covenant relationships. 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 422. Teaching Science for MLE**  (3 hours)
Prerequisite: Full admission status; EDUC 360.
This course addresses science content, process skills, attitudes, and real-world applications which are developmentally appropriate for middle grades science instruction. Effective planning and teaching strategies which incorporate integrated and interdisciplinary approaches, technology, literature, and multicultural education are combined with the theories of learning. (Every year in at least one location)

**EDUC 428. Content and Learning through the Social Studies**  (3 hours)
Social Studies
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 429. Teaching Social Studies for MLE**  
(3 hours)  
Prerequisites: Full admission status; EDUC 360.  
The application of transient learning theories will be combined with effective teaching strategies that encourage success in social studies for all. The interdisciplinary nature of social studies will be the focus for the study of curriculum, methods, technology, and professional sources. An emphasis will be on the planning for and development of resources, including the development of a unit. (Every Fall in at least one location)

**EDUC 450. Intervention Strategies for Learners with Special Needs**  
(3 hours)  
Prerequisites: 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 & 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 in Learners (3 hours)
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 455. Teaching Mathematics for MLE (3 hours)
Prerequisites: Full admission status; EDUC 360.
An overview of the essential components in middle grades mathematics for all children is the focus of this course. Study includes methods, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades 4-8. (Every year 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 460. Middle School Curriculum (3 hours)
Prerequisites: Full admission status; EDUC 360.
The development of middle school curriculum as it has been shaped by sociocultural and technological forces will be examined. Topics to be studied include: curriculum planning and assessment, common core curriculum, advisee/advisor curriculum, exploration, school activities, integrating the curriculum, and instructional practices appropriate for the young adolescent learner. Issues, trends, and research relevant to effective middle-level instructional practices are discussed. (Every year in at least one location)

EDUC 461. Middle Level Integrated Methods I: Processes (3 hours)
Prerequisite: Full admission status.
A study of knowledge, skills, and processes in an integrative manner that pulls together commonalities among the four areas of concentration in the middle grades. Special emphasis is given to the integrative/interdisciplinary nature of the topics, and special attention is given to adaptation for special needs, including gifted and talented. (Every Spring in at least one location)

EDUC 462. Middle Level Integrated Methods II: Instruction and Assessment (3 hours)
Prerequisite: Full admission status; EDUC 461.
A study of instructional methods, integrated/interdisciplinary models of instruction, and assessment as they relate to all subjects and to the diversity and special needs of students in the middle grades. (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 466. Teaching English/Language Arts MLE (3 hours)
Prerequisites: Full admission status; EDUC 360.
A study of methods, media, and materials for teaching English/language arts at the middle school level, including theory, research, materials, curriculum, units of study, and evaluation. (Every Fall in at least one location)

EDUC 478. Teaching Literacy for MLE (3 hours)
Prerequisites: Full admission status; EDUC 360.
This course will include an examination of the reading and writing processes and materials, strategies, and programs appropriate for teaching literacy in all content areas for all middle grade learners. Content covered will focus on literacy factors for reading informational texts, the reading/writing connection, and young adult literature. (Every year 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 during the entire 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. (Every year in at least one location)

EDUC 488. Mentored Practicum (3 hours)
Prerequisite: Full admission status. Application 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. Additional application paperwork required. (Every year in at least one location)

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 public 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. Required 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. (Every year in at least one location)

**EDUC 498. Internship**

(12 hours)

Prerequisites: Application required. Full admission status; EDUC 399 or equivalent; EDUC 485 or EDUC 488.

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. Additional application paperwork required. (Every year in at least one location)
Penfield College of Mercer University

Priscilla Ruth Danheiser, Dean/Professor
Gail W. Johnson, Associate Dean for Administration/Assistant Professor
Colleen P. Stapleton, Assistant Dean for 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 Henderson, Cameron A. Miller, Steven J. Miller, David F. Purnell, Donald B. Redmond, R. Tyler Wilkinson, and Kevin B. Williams, Assistant Professors
Charles Weston, Senior Lecturer
Sara J. Overstreet and Jacqueline Stephen, Instructors

Mission

Consistent with the mission of Mercer University, Penfield College of Mercer University 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 Macon and Atlanta campuses, and online.

Penfield College of Mercer University Programs

Penfield College offers undergraduate degree completion programs and undergraduate general education courses in the Regional Academic Centers and on the Atlanta and Macon campuses. The College offers graduate programs on the Mercer University Atlanta and Macon campuses, at the Henry County Center, and online. The graduate programs offered on the Atlanta campus and at the Henry County Center may be found in the catalog for the Cecil B. Day Campus.

Degree Programs

A bachelor’s degree requires a minimum of 120 semester hours of academic courses numbered 100 and above. Some programs of study may require more. Penfield College offers the following 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 Major (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, and Online)

Master of Science in Clinical Rehabilitation Counseling (Atlanta only-please see Atlanta catalog for more information)

*Master of Science in Clinical Mental Health Counseling (Atlanta only-please see Atlanta catalog for more information)

(*Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP))

Master of Science in Human Services (Henry County)

**(Master of Science in School Counseling (Atlanta only-please see Atlanta catalog for information)

**(Mercer University is accredited by the National Council for Accreditation of Teacher Education; all professional education programs, including School Counseling are approved by the Georgia Professional Standards Commission.)

Master of Science in Clinical Mental Health/Master of Divinity in Pastoral Care and Counseling (Atlanta only-see Atlanta Catalog for information)

Master of Science in Organizational Leadership (Atlanta, Henry County, and Macon)

Master of Science in Organizational Leadership/ (Atlanta and Henry County)

Master of Divinity in Leadership for the Nonprofit Organization

Master of Science in Public Safety Leadership (Online)

Educational Specialist in School Counseling (Atlanta only- please see Atlanta catalog for information)

Doctor of Philosophy in Counselor Education and Supervision (Atlanta only-please see Atlanta catalog for information)

Undergraduate Admission Policies and Procedures

Student applicants must meet the general admission requirements as outlined under the Admission Information section in the Regional Academic Center Catalog. Applicants seeking admission to Penfield College must also meet the following criteria.

Freshmen

See more detailed information under the Admission Information section of this catalog.

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

Departmental Challenge Examinations: Credits may be awarded upon the successful completion of examinations developed and administered by the departments of the Penfield College 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. Students must pay the appropriate fee 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 may waive the examination fee. A different exam will be administered for re-takes.

3. The chair 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 the 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.

132 / MERCER UNIVERSITY
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 who wish 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, assistant 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. Declaring a major in the college requires the approval of an advisor in the new major or program coordinator.

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):

- Written Communication: LBST 175 and LBST 180
- Oral Communication: COMM 171
- Other Communication: ENGL 300; INSY 102; LBST 275; LBST 280

Religion

- RELG 110; RELG 115; RELG 120, RELG 130; RELG 200; RELG 215; RELG 220
- RELG 225; RELG 320; RELG 356

Humanities/Fine Arts

- Each course must have a different prefix

12 hours
3 hours
9 hours
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; PHY 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
  RELG/SOCI 356 Sociology of Religion
  RELG/WGST 320 Topics in Women, Gender, and Religion

**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 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, or consent of program coordinator)

• 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 Issues 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 University 3.0 credit hours
(Required course for 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.

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 application of technology, 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 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:
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 higher to register for LBST 175 and 180.)

FDLS 150    Principles of Self-Renewal
FDLS 170    Fundamentals of Research Methods

FDLS 115 and 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, Thomas E. Kail, W. David Lane, Laurie L. Lankin, and Kyra L. Osmus, Professors
Caroline M. Brackette, Marna L. Burns, Kenyon C. Knapp, Suneetha B. Manyam, Theresa Reese, and Karen D. Rowland, Associate Professors
Caroline M. Brackette, Steve N. Hamilton, Kristina Henderson, Gail W. Johnson, Cameron A. Miller, Donald B. Redmond, 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 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 in human services is offered in Henry County.

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 clinical mental health counseling, counselor education and supervision, human services, psychology, 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

HUMAN SERVICES

Marna L. Burns, Program Coordinator/Associate Professor
Priscilla Danheiser, Laurie Lankin, Kyra L. Osmus, and Thomas E. Kail, Professors
Steve N. Hamilton, Kristina Henderson, Gail W. Johnson, and Cameron A. Miller, Assistant Professors
Sara J. Overstreet, Instructor

Mission Statement

Consistent with the mission of Mercer University and Penfield College, the Human Services Program offers undergraduate learning opportunities for adults who seek service roles in their communities, the skills and knowledge for making a difference, and lives that have meaning and purpose.

Student Learning Outcomes

Upon completion of the program of study in human services, students will be prepared as professionals who:

- Demonstrate the ability to respect and work with clients in a nonjudgmental manner.
- Demonstrate the ability to work with clients in a moral and ethical way.
- Demonstrate competence in using the best practices of the profession, with an emphasis on client-centered mental health practices, case management skills, and problem-solving.

Human Services is an interdisciplinary study that prepares students to work as generalists in the field of social services. The human services professional is dedicated to the goal of helping clients become self-sufficient through teaching problem-solving, using case management skills, and using client-centered mental health practices. Human services majors take 30 hours of core classes for the major and select one of three 15 hour concentrations (mental health, social services, or substance abuse services), each designed to help the student focus on a career of service delivery in specific kinds of settings.

A copy of the Human Services Handbook, which contains information about admissions, continuation, completion, and dismissal standards, is available from the faculty advisor or Blackboard site for Human Services majors.
HUMAN SERVICES

B.S.S.S. Degree
120 Semester Hours

Human services majors take 30 hours of core classes for the major and select either a mental health, social services, or substance abuse services concentration.

Requirements*
Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

General Education Requirements .......................................................... 39 hours

Core in Major .................................................................................................. 30 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 202</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HSRV 230</td>
<td>Introduction to Interpersonal Relations</td>
</tr>
<tr>
<td>HSRV 275</td>
<td>Field Services Practicum</td>
</tr>
<tr>
<td>HSRV 306</td>
<td>Research Methods for Social Sciences</td>
</tr>
<tr>
<td>HSRV 370</td>
<td>Generalist Case Management</td>
</tr>
<tr>
<td>HSRV 401</td>
<td>Multicultural Issues and Professional Practice</td>
</tr>
<tr>
<td>HSRV 475</td>
<td>Human Services Internship</td>
</tr>
<tr>
<td>HSRV 476</td>
<td>Human Services Internship</td>
</tr>
<tr>
<td>PSYC 227</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSYC 365</td>
<td>Current Psychotherapies</td>
</tr>
</tbody>
</table>

A. Mental Health Concentration................................................................. 15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 330</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>PSYC 225</td>
<td>Prenatal through Adolescent Development</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 226</td>
<td>Adult Development</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>PSYC 361</td>
<td>Group Process and Practice</td>
</tr>
<tr>
<td>SOCI 333</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

B. Social Services Concentration.............................................................. 15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 340</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>HSRV 380</td>
<td>Grantmaking for the Social Services</td>
</tr>
<tr>
<td>INSY 387</td>
<td>Social Services and Public Safety Information Systems</td>
</tr>
<tr>
<td>ORGL 355</td>
<td>Leadership in Nonprofit Organizations</td>
</tr>
<tr>
<td>SOCI 200</td>
<td>Social Problems</td>
</tr>
</tbody>
</table>

C. Substance Abuse Services Concentration................................................. 15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 311</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>HSRV 316</td>
<td>Methods of Substance Abuse Treatment</td>
</tr>
<tr>
<td>HSRV 330</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>PSYC 225</td>
<td>Prenatal through Adolescent Development</td>
</tr>
<tr>
<td>PSYC 361</td>
<td>Group Process and Practice</td>
</tr>
</tbody>
</table>

The Human Services core plus the Substance Abuse Services course of study meet the Level II content and college field experience standards of the Georgia Addiction Counselors Association.

142 / MERCER UNIVERSITY
Electives: ......................................................................................................................... 36 hours
TOTAL ..................................................................................................................... 120 semester hours

*Students must earn a “C” or better in the courses in the General Education Communication and Citizenship area to continue in the human services major. Human Services undergraduate majors will take the Human-Services-Board Certified Practitioner (HS-BCP) examination for program assessment purposes.

Grade Requirements

A student seeking a major in human services 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 a grade lower than a C in any course required for the major and in the communication area of the general education core. The S/U grading option may not be elected for any required course in the major, other than the field services practicum and the internship.

Field Services Practicum

HSRV 275: Human Services Practicum is a 3 credit hour, semester long, sophomore level course designed to provide the student with the opportunity to gain foundational experience in a practical Human Services setting. At the end of the Human Services Practicum experience students will have completed 120 contact hours at one human services agency in addition to 15 hours comprised of meetings with faculty internship supervisors, journaling, and written assignments. Students will take the Field Services Practicum in conjunction with or in the semester following taking HSRV 202: Introduction to Human Services.

Students who can document 120 volunteer or work hours in one or more Human Services organizations may, with the advice of their faculty advisor, substitute a course for the Field Services Practicum.

Students should get a copy of the HSRV 275: Field Services Handbook and the Waiver Form from the Blackboard site for Human Services majors.

Internships

Students should get a copy of the Internship Handbook, which includes both the needed forms and a detailed account of the requirements, from the Blackboard site for Human Services majors.

A student must have senior status before applying to take the human services internship. Prior to the deadline published in the internship handbook/syllabus, the student must have the internship site approved by his/her faculty advisor.

Internships will be completed during two sessions of the fall, spring, or summer semesters. Students must complete 6 credit hours of human services internship. Students may take a maximum of 9 internship hours while earning their undergraduate degree. Students will be required to take HSRV 475 and 476, each of which is three credit hours.

A 6 credit hour internship requires 15 hours per week at the internship site during fall and spring semesters and 20 hours during summer, or a total of 240 hours at the internship site during the semester. A 3 credit hour internship will last 8 weeks and require 15 hours per week at the internship site, or a total of 120 hours at the internship site. Exceptions to the above may be made only with the approval of the student’s faculty advisor.
MINORS

Applied Psychology
18 Semester Hours
Requirements
PSYC 111. Introduction to Psychology ................................................................. 3 hours
5 additional psychology courses ................................................................. 15 hours

Psychology Minor Student Learning Outcomes
Upon completion of the Minor in Psychology, students will be able to:

1. Demonstrate an understanding of psychological research and assessment methods.
2. Identify prominent psychological theories.
3. Demonstrate an understanding of the basics of life-span development.

Psychology courses used for a student’s major or to meet general education requirements may not be used toward a psychology minor. Six credit hours of 300-400 level courses must be completed at Mercer University.

Human Services
18 Semester Hours
Requirements
HSRV 202. Introduction to Human Services ................................................................. 3 hours
5 additional HSRV courses ................................................................. 15 hours

Human services courses used for a student’s major may not be used toward a human services minor. Six credit hours of 300-400 level courses must be completed at Mercer University.

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

PSYC 360  
Psychopathology

PSYC 498  
Capstone Research Project

**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 371  
Psychology of Women

PSYC 373  
Psychology of Men

PSYC 380  
Forensic Behavior

PSYC 388  
Human Sexuality

PSYC 390  
Special Topics

PSYC 395  
Independent Study in Psychology

**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.

PENFIELD COLLEGE / 145
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
Thomas E. Kail, Laurie L. Lankin, 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
Jacqueline 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 organizational leadership, public safety leadership, and human resources administration and development, and minors in public safety and human resources administration and development in the Regional Academic Centers. The undergraduate major in human resources administration and development is offered in Douglas and Henry counties. The undergraduate majors in organizational leadership and public safety leadership are offered in the Regional Academic Centers and on the Atlanta Campus. The undergraduate major in public safety leadership is also offered in Newnan and online. A Master of Science degree program in organizational leadership is offered on the Atlanta and Macon Campuses and in Henry County. A Master of Science degree program in public safety leadership is offered online.

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.

Human Resources Administration and Development
Laurie L. Lankin, Program Coordinator/Professor
Lynn W. Clemons, Associate Professor
Jacqueline Stephen, Instructor

Mission Statement
The Bachelor of Applied Science in Human Resources Administration and Development is designed to offer students in the Regional Academic Centers a career path in human resources functions in such workplaces as government and non-profit agencies, corporate organizations, health care facilities, and adult educational institutions. The major will ground student learning with an understanding of human behavior, particularly as related to work, and will provide them with exposure to the skills and competencies which will allow them to carry out essential human resources functions which can benefit both individuals and organizations. The structure of the major combines a broad liberal arts foundation, a comprehensive set of human resources core courses, and the choice of a specialization in either Administration or Training and Development. The foundation in psychology, sociology, communication, and critical thinking will assist students in applying research in the field to diverse populations and settings. The coursework is designed to meet the competencies deemed crucial for effectiveness in the field.
Student Learning Outcomes

Upon completion of the program of study in human resources administration and development, students will be able to demonstrate:

• Effective writing, speaking, critical thinking, and analytic skills.
• An understanding of human behavior, active listening, workplace-human interaction, and an appreciation of diversity and multicultural issues.
• Knowledge of the basic principles of human resource administration, training and development components, program evaluation, and organizational development and change.

HUMAN RESOURCES ADMINISTRATION AND DEVELOPMENT

B.A.Sc. Degree
120 Semester Hours

Requirements

Prerequisites*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Applied Statistical Methods</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

General Education Requirements ........................................................................39 hours

Core in Major ........................................................................................................30 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 350</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>or HSRV 401</td>
<td>Multicultural Issues and Professional Practice</td>
</tr>
<tr>
<td>or ORGL 335</td>
<td>Contemporary Global Issues</td>
</tr>
<tr>
<td>HRAD 245</td>
<td>Introduction to Human Resources</td>
</tr>
<tr>
<td>HRAD 250</td>
<td>Introduction to Training and Development</td>
</tr>
<tr>
<td>HRAD 305</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>HRAD 495</td>
<td>Capstone Experience</td>
</tr>
<tr>
<td>HSRV 230</td>
<td>Introduction to Interpersonal Relations</td>
</tr>
<tr>
<td>ORGL 320</td>
<td>Human Behavior in Organizations</td>
</tr>
<tr>
<td>ORGL 470</td>
<td>Organization Development and Change</td>
</tr>
<tr>
<td>PSYC/SOCI 333</td>
<td>Social Psychology</td>
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</table>

Specialization Tracks. .......................................................................................15 hours

A. Administration Track

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HRAD 315</td>
<td>Workplace Law and Relations</td>
</tr>
<tr>
<td>HRAD 335</td>
<td>Employee Compensation and Benefits</td>
</tr>
<tr>
<td>HRAD 470</td>
<td>Ethics in Human Resources Administration</td>
</tr>
<tr>
<td>INFM 110</td>
<td>Introduction to Informatics</td>
</tr>
<tr>
<td>or INFM 301</td>
<td>Issues in Technology Management</td>
</tr>
<tr>
<td>or ORGL 330</td>
<td>Budgeting for Nonfinancial Leaders</td>
</tr>
</tbody>
</table>

B. Training and Development Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRAD 350</td>
<td>Principles of Adult Learning and Development</td>
</tr>
</tbody>
</table>
HRAD 365  Instructional Design and Delivery Strategies I: Material Development
HRAD 375  Instructional Design and Delivery Strategies II: Organizing Training
HRAD 385  Instructional Design and Delivery Strategies III: E-learning
INFM 202  Graphics and Interface Design
or INFM 212  Web Development
or INFM 322  Introduction to Multimedia and Web Design Tools

Electives. ........................................................................................................................................ 36 hours
TOTAL ....................................................................................................................................... 120 semester hours

* Students must have completed COMM 171, INSY 102, and LBST 175/180 with a “C” or better to take required courses. All courses in the major must be taken for a letter grade and must be passed with a “C” or better.

Grade Requirements

A student seeking a major in human resources administration and development 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 the Capstone Experience.

Minor in Human Resources Administration and Development

18 Semester Hours

Requirements

HRAD 245  Introduction to Human Resources .................................................. 3 hours
HRAD 250  Introduction to Training and Development ..................................... 3 hours
4 additional HRAD courses all of which are 300-level or above......................... 12 hours

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, Henry County, and on the Atlanta and Macon Campuses. The Bachelor of Applied Science in Organizational Leadership is designed for mid-career adult learners who have a minimum of four 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. Students without the 2.5 GPA may be conditionally 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 practice 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.

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>Code</th>
<th>Course Title</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>ORGL 330</td>
<td>Budgeting for Nonfinancial Leaders</td>
</tr>
<tr>
<td>ORGL 335</td>
<td>Contemporary Global Issues</td>
</tr>
<tr>
<td>ORGL 350</td>
<td>Values, Ethics, and Leadership Practice</td>
</tr>
<tr>
<td>ORGL 355</td>
<td>Leadership in Nonprofit Organizations</td>
</tr>
<tr>
<td>ORGL 380</td>
<td>Applied Research Methods</td>
</tr>
<tr>
<td>ORGL 445</td>
<td>Dimensions of Servant Leadership</td>
</tr>
<tr>
<td>ORGL 460</td>
<td>Strategic Leadership</td>
</tr>
<tr>
<td>ORGL 470</td>
<td>Organization Development and Change</td>
</tr>
<tr>
<td>ORGL 475</td>
<td>Advanced Leadership Philosophy and Practice</td>
</tr>
</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 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
A. Criminal Justice Track

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 350 Theoretical Forensic Criminalistics
CRJS 359 The Judicial Process
CRJS 360 Criminology
CRJS 366 The Correctional Process
CRJS 390 Special Topics
INSY 391 Computer Privacy, Ethics, Crime and Society
CRJS 380 Forensic Behavior
PSFT 390 Special Topics in Public Safety

B. Homeland Security Track

PSFT 365 Introduction to Homeland Security and Emergency Management

And 7 more from the courses listed below:
CRJS 325 Criminal Law
CRJS 330 Criminal Procedure
CRJS 350 Theoretical Forensic Criminalistics
CRJS 359 The Judicial Process
INSY 391 Computer Privacy, Ethics, Crime and Society
ORGL 330 Budgeting for Nonfinancial Leaders
PSFT 370 Terrorism
PSFT 375 The Effects of Disaster on Society
PSFT 380 Intelligence Gathering and Dissemination
CRJS 380 Forensic Behavior
PSFT 390 Special Topics in Public Safety

C. Emergency Services (applicants must be NREMT Certified)

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 in 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 Development
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

Electives........................................................................ 39 hours (36 hours for Emergency Services Track)
TOTAL ...................................................................................... 120 semester hours

* Students must earn a "C" or better in LBST 180 to enter or continue in the public safety leadership 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. 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 hours must be 300-400 level and completed 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
Requirements
CRJS 375  Criminal Investigation
CRJS/INSY 391  Computer Privacy, Ethics, Crime and Society
INFM 204  Digital Logic and Programming
INFM 210  Programming Concepts for Informatics
DGTF 390  Digital Forensics I
DGTF 490  Digital Forensics II

154 / MERCER UNIVERSITY
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.
- 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

Ian C. Henderson, Professor
J. Thompson Biggers, Associate Professor
David F. Purnell, Assistant Professor

B.A. Degree

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 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

B.A. Degree
The Bachelor of Arts degree in Liberal Studies degree 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 250 or 255, LBST 275 or 280, LBST 450, 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBST 210</td>
<td>The Idea of the University</td>
</tr>
<tr>
<td>LBST 250</td>
<td>Arts and Ideas I: Ancient and Medieval Culture</td>
</tr>
<tr>
<td>or LBST 255</td>
<td>Arts and Ideas II: Modern Culture</td>
</tr>
<tr>
<td>LBST 275</td>
<td>Argument: Social Thought and Citizenship</td>
</tr>
<tr>
<td>or LBST 280</td>
<td>Argument: Studies in Public Discourse</td>
</tr>
<tr>
<td>LBST 350</td>
<td>Critical Theory and Liberal Studies</td>
</tr>
<tr>
<td>LBST 498</td>
<td>Liberal Studies Capstone</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>American Studies</th>
<th>Literary Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>Religious Studies</td>
</tr>
</tbody>
</table>
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 hours must be 300-400 level and completed 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 18 hours from history courses not counted as general education requirements or requirements in their major. At least 6 hours must be 300-400 level and completed at Mercer.

**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 or Literature 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 6 courses from the religious studies area or, with departmental approval, related or special topics courses, in addition to those counted in the general education requirements and those of their major. At least 6 hours must be 300-400 level and completed at Mercer.
Women's and Gender Studies

18 Semester Hours

Women's and Gender Studies Minor Student Learning Outcomes

The student who completes a minor in Women 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
- PSYC 388 Human Sexuality
- PSFT 305 Crime and Difference
- PSYC 371 Psychology of Women
- PSYC 373 Psychology of Men

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 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 and on the Atlanta campus. 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 a 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 liberals 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 degree 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

Core in Major .................................................................................................................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>INFM 204</td>
<td>Digital Logic and Programming</td>
</tr>
<tr>
<td>INFM 210</td>
<td>Programming Concepts for Informatics</td>
</tr>
<tr>
<td>INFM 212</td>
<td>Web Development</td>
</tr>
<tr>
<td>INFM 310</td>
<td>Advanced Programming Concepts</td>
</tr>
<tr>
<td>INFM 312</td>
<td>Data Base Design and Data Processing</td>
</tr>
<tr>
<td>INFM 331</td>
<td>Decision Theory</td>
</tr>
<tr>
<td>INFM 350</td>
<td>Digital Networks</td>
</tr>
<tr>
<td>INFM 355</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>INFM 372</td>
<td>Human-Computer Interaction and Usability Study</td>
</tr>
<tr>
<td>INFM 405</td>
<td>Research Methods and Project</td>
</tr>
<tr>
<td>INFM 498</td>
<td>Informatics Capstone</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Topics in Discrete Mathematics</td>
</tr>
</tbody>
</table>

164 / MERCER UNIVERSITY
A. Health Information Technology
   INFM 205  Survey of Health Informatics
   INFM 225  Health Informatics Standardization
   INFM 335  Basic Biostatistics, Health Data Processing, and Literature Evaluation

B. Web Development and Human-Computer Interaction
   INFM 202  Graphics and Interface Design
   INFM 322  Introduction to Multimedia and Web Design Tools
   INFM 332  Client – Server Development

C. General Informatics (Select 3 of the following courses)
   INFM 202  Graphics and Interface Design
   INFM 205  Survey of Health Informatics
   INFM 225  Health Informatics Standardization
   INFM 301  Issues in Technology Management
   INFM 321  Technology and Culture
   INFM 322  Introduction to Multimedia and Web Design Tools
   INFM 332  Client-Server Development
   INFM 335  Basic Biostatistics Health Data Processing and Literature Evaluation
   INFM 390  Special Topics in Informatics
   INFM 395  Directed Study in Informatics

Electives ......................................................................................................................................... 33 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
Minor in Informatics

18 Semester Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFM 110</td>
<td>Introduction to Informatics</td>
</tr>
<tr>
<td>INFM 322</td>
<td>Introduction to Multimedia and Web Design Tools</td>
</tr>
</tbody>
</table>

Four additional courses in INFM/INSY. One of the additional courses must be at the 300-400 level. Six hours must be completed 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 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 enrolled must complete all of the following requirements:

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:

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, Dr. Michael D. Roty, through the Office of the Dean (678) 547-6028.

2) Students enrolled in Bridge courses must complete the following courses:
   - UNIV 110 The Culture of the University

166 / MERCER 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)

ARTH 201. Survey of Western World Art I (3 hours)
This course involves a chronological survey of Prehistoric, Egyptian, Ancient Near East, Mediterranean World, and Medieval art. Students will be exposed to the personal and social functions of art as well as the basic styles. (Occasionally)

ARTH 202. Survey of Western World Art II (3 hours)
This course involves the chronological survey of Renaissance, Manneristic, Baroque, Rococo, and Modern art. Students will also be exposed to the personal and social functions of art as well as the basic styles. (Occasionally)

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. (Every 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 lecture and laboratory course. Laboratory fee. (Every year in at least one physical location or online)

**BIOL 245. Human Anatomy and Physiology I** (4 hours)
Prerequisite: BIOL 101.
Students will study human anatomy as it relates to allied health professionals. Students will identify the vocabulary, overview the basic components of cells and tissues, and study how cells group and differentiate into specialized tissue. Topics will include the anatomy and physiology of the integumentary system, skeletal system and bones, muscular system and muscles, joints, and nervous system, as well as genetics and genomics. Students will carry out microscopy and dissections. Laboratory fee. (Every year in at least one physical location or online)

**BIOL 246. Human Anatomy and Physiology II** (4 hours)
Prerequisite: BIOL 245.
Students will study the comprehensive structure and function of the human body, the mechanisms for maintaining homeostasis within the body and their interrelationships at the cellular and organismal levels of biological organization. Topics include the cardiovascular, circulatory, digestive, endocrine, immune, lymphatic, respiratory, urinary and reproductive systems, as well as metabolism, fluids and electrolytes, and acid-base balance. Students will carry out microscopy and dissections. In this course, students will build on materials emphasized in Human Anatomy and Physiology I. Laboratory fee. (Every year in at least one physical location or online)

**BIOL 256. Microbiology for Allied Health** (4 hours)
Prerequisite: BIOL 245.
Students will study fundamental microbiology principles related to allied health including: basic culture and staining techniques, cellular metabolism, microbial control measures (sterilization, disinfection, and antimicrobial therapy), and basic concepts of immunology. Emphasis will be placed on the study of various pathogenic microorganisms and the human diseases they cause. Laboratory fee. (Every year in at least one physical location or online)

**BIOL 390. Special Topics in Life Science** (3 hours)
Prerequisite: consent of department chair.
A study of some significant topic in the life sciences which is not available through other program offerings. Laboratory fee may apply. (As needed)

**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. (Once a 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.
Students will analyze and interpret 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.
Students will study 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.
Students will study 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 multichanneled 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. (Occasionally)

**COMM 395. Independent Directed Study in Communication** (1-3 hours)
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. (As needed)

**COMM 450. Textual Criticism: Common Sense and Critical Theory Approaches to Interpretation** (3 hours)
*(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, once a year online)

**CRJS 325. Criminal Law** (3 hours)

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** (3 hours)

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, once a year online)

**CRJS 350. Theoretical Forensic Criminalistics** (3 hours)
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, once a year online)

**CRJS 359. The Judicial Process** (3 hours)
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. (Occasionally)

**CRJS 360. Criminology** (3 hours)
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, once a year online)

**CRJS 361. Criminal Offender** (3 hours)
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 two years 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 (Cross-listed as PSYC 380) (3 hours)
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 (Cross-listed as INSY 391) (3 hours)
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 in 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)
LBST 175 and 180 are the composition courses offered by the Penfield College of Mercer University. These classes are listed under the heading of “Liberal Studies.”

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 two years 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. (Occasionally)

**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. (Occasionally)

**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: MATH 120 or equivalent; SCIE 100 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**
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)

FDLS 150. Principles of Self-Renewal  
(3 hours)  
This seminar will present a risk-free environment for participants to explore the principles  
of self-renewal. Participants will explore the need to integrate life experiences into  
academic work and examine principles of strategic planning applicable to personal life  
planning. Opportunities will be provided for participants to identify human traits of self  
and others, to explore life-directions and options, to acquire strategies for setting  
achievement goals, and to discover untapped interest and abilities. A variety of self-  
assessment tools will be used to assist participants to develop career goals and  
establish a process for reaching these goals. (Occasionally)

FDLS 170. Fundamentals of Research Methods  
(3 hours)  
Prerequisites: UNIV 110, 130 or equivalent.  
A course that introduces participants to qualitative and quantitative research methods,  
data collection and analysis techniques, and other documentation procedures necessary  
for college level research. A review of various approaches to research papers and  
projects will be presented. Topics will include procedures for developing research  
questions and hypotheses, identifying relevant sources, compiling bibliographies,  
outlining, writing, and editing the reports. The Publication Manual of the American  
Psychological Association will serve as the editorial style manual. Participants will  
complete a research paper using the skills taught in the course. (Occasionally)

GEOGRAPHY (GEOG)

GEOG 301. Geographic Concepts  
(3 hours)  
Prerequisite: LBST 175, 180 or equivalent.  
Geographic Concepts focuses on world and regional geography with an emphasis on  
differences in physical and human geography by location. The course also introduces  
map and chart reading skills, techniques used in the study of geography, and the basic  
geographical concepts and vocabulary necessary for improving geographical knowledge  
and awareness. (Occasionally)

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.

PENFIELD COLLEGE / 177
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 year)

**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. (Occasionally)

**HIST 202. The United States from 1877 to the Present** (3 hours)
The 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. (Occasionally)

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)

HUMAN RESOURCES ADMINISTRATION AND DEVELOPMENT (HRAD)

HRAD 245. Introduction to Human Resources (3 hours)
Prerequisites: COMM 171; INSY 102 proficiency recommended; LBST 175, 180.
This course serves as an introduction to the field of human resources and to the Human Resources Administration and Development major. It will cover the essential human resources functions within organizations, including job analysis and design, recruitment and selection, performance appraisal, training, safety enforcement, and the basics of compensation and benefits as well as an overview of ethics in the field. The course will serve as a gateway to the HRAD major. (Every Fall and Spring semester)

HRAD 250. Introduction to Training and Development (3 hours)
Prerequisites: COMM 171; INSY 102 proficiency recommended; LBST 175, 180.
Students will learn the basic principles and processes of assessing needs and delivering training for adults in educational settings and the workplace. (Every Fall and Spring semester)

HRAD 305. Assessment and Evaluation (3 hours)
Prerequisites: HRAD 245, 250; MATH 220; PSYC 111.
Students will learn how to carry out individual, team, and organizational needs assessments, and how to apply this knowledge to the improvement of human performance. Statistical analysis and review of relevant literature will be used to design and measure the effectiveness of programs. (Every Fall and Spring semester)

HRAD 315. Workplace Law and Relations (3 hours)
Prerequisites: HRAD 245.
Students will learn the law and legal systems related to the workplace. Specific laws and acts covering topics such as disabilities, discrimination, sexual harassment, and other
HRAD 335. Employee Compensation and Benefits (3 hours)
Prerequisites: HRAD 245; MATH 220; ORGL 330.
Students will study financial and non-financial methods to compensate employees for their work, as well as examine flexible benefits which can be offered to enhance the workplace. Cost-benefit analyses of strategies will be included. (Every Fall and Spring semester)

HRAD 350. Principles of Adult Learning and Development (3 hours)
Prerequisites: INSY 102 proficiency recommended; LBST 175, 180; PSYC 111.
Students will explore the theory and research of adult developmental stages and issues, particularly as they relate to vocation and life-long learning. Various learning styles will be reviewed and students will determine effective teaching strategies to meet them. (Every Fall and Spring semester)

HRAD 365. Instructional Design and Delivery Strategies I: Materials Development (3 hours)
Prerequisites: HRAD 250, 350.
Students will focus on the concepts that lead to effective application of learning theory and training needs to develop comprehensive curricula and to design written, oral, and electronic materials which will deliver instructional objectives. (Every Fall and Spring semester)

HRAD 375. Instructional Design and Delivery Strategies II: Organizing Training (3 hours)
Prerequisite: HRAD 365.
Students will apply the theories of learning and adult development to the selection of materials and learning delivery systems which are most effective. Practical aspects of setting up training for individuals and groups will be included. Presentation strategies will be emphasized. (Every Fall and Spring semester)

HRAD 385. Instructional Design and Delivery Strategies III: E-learning (3 hours)
Prerequisites: HRAD 365, 375; INFM 202, 212, or 322.
Students will apply the theories of learning and adult development to electronic learning systems. Students will be exposed to web-based platforms and learn to adapt materials to electronic media, both totally on-line and as hybrid programs. Laboratory fee. (Every Fall and Spring semesters)

HRAD 390. Special Topics in Human Resources (1-3 hours)
Prerequisites: LBST 175, 180; some special topics sections may require other prerequisites.
This course is a study of some significant topic in human resources which is not available through standard program offerings. A maximum of 6 credit hours in human resources administration and development special topics may be selected by students seeking a Human Resources Administration and Development degree. (Every Fall and Spring semester)

HRAD 470. Ethics in Human Resources Administration (3 hours)
Prerequisite: HRAD 315.
Students will examine a variety of ethical issues which can occur in the administration of human resources functions. Special emphasis will be on real-world examples and the establishment of an ethical workplace. (Every Fall and Spring semester)

**HRAD 495. Capstone Experience** (3 hours)
Prerequisites: All courses in the major; exceptions only with approval of the advisor.
The capstone serves as the culminating experience for students in the major. It will involve the application of learning and skill development provided in the major courses to an actual workplace. Students will be exposed to typical issues which arise in the workplace. Documentation with a time log, journal, paper and project will be required, as well as attendance at meetings and participation in an on-line discussion. In some circumstances, students may be permitted to do a major project showcasing the competencies in the degree in their own workplace or do an alternate project with the approval of the advisor. It is likely this course will be taken in the student’s final semester. Note: grade of satisfactory or unsatisfactory. Special fee. (Every year)

**HUMAN SERVICES (HSRV)**

**HSRV 202. Introduction to Human Services** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
The purpose of this course is to examine human services institutions and their delivery systems. Historical, philosophical, and social influences on the human service profession are explored. A survey is made of the field and vocational choices are clarified. (Every year in at least one location)

**HSRV 230. Introduction to Interpersonal Relations** (3 hours)
Students will examine methods used to enhance interpersonal relationships. Listening techniques, nonverbal communication, and basic verbal strategies will be studied. An emphasis will be placed on individual relationships in the professional workplace. (Every year in at least one location)

**HSRV 275. Field Services Practicum** (3 hours)
Prerequisites or Corequisites: LBST 175, 180 or equivalent; HSRV 202 or the introductory course in a related major.
The Human Services Practicum is a semester long, sophomore level course designed to provide the student with an opportunity to gain foundational experience in a practical Human Services setting. Students will also focus on application of the Ethical Standards for Human Services Professionals. At the end of the Human Services Practicum experience students will have completed 120 contact hours at one human services agency. Note: Grade of satisfactory (S) or unsatisfactory (U). (Every semester in at least one location)

**HSRV 306. Research Methods for Social Sciences** (3 hours)
Prerequisites: HSRV 202; LBST 175, 180 or equivalent.
Students will be introduced to the basic methods, techniques, and procedures of social scientific research. Emphasis will be placed on both the qualitative and quantitative methods employed in basic and applied social science research. (Every year in at least one location)

**HSRV 311. Substance Abuse** (3 hours)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.
This course is an examination of the current and historical patterns of alcohol and drug use, abuse, and control. Specific emphasis will be given to patterns of usage as well as the types and kinds of programs used by helping agencies and other organizations in the
treatment and rehabilitation process. (Every Fall and Spring semester in at least one location)

**HSRV 316. Methods of Substance Abuse Treatment**  
(3 hours)
Prerequisite: HSRV 311.
Students will examine the current and historical methods of substance abuse treatment. Treatment goals that support abstinence and the development of a positive personality and lifestyle changes will be reviewed as well as treatment methods, including topics such as coexisting disorders, Cognitive-Behavioral Therapy (CBT), the recovery process, and patient-treatment matching. Specific emphasis will be given to understanding the tendency toward relapse. (Every Fall and Spring semester in at least one location)

**HSRV 330. Conflict Resolution and Problem Solving**  
(3 hours)
Prerequisites: HSRV 230; LBST 175, 180 or equivalent.
Students will build on the interpersonal relationship skills learned in HSRV 230. Introduction to Interpersonal Relations. Confrontation, problem solving, goal setting, and evaluation strategies will be explored. Emphasis will be placed on individual and group facilitative relationships in the professional workplace. (Every Fall and Spring in at least one location)

**HSRV 340. Social Welfare Policy**  
(3 hours)
Prerequisites: HSRV 202; LBST 175, 180 or equivalent.
Social Welfare Policy addresses key issues in the formation of social policy and raises questions about the universal and particular arguments for social welfare programs and processes. Emphasis is placed on the social, political, economic, and cultural context in which policy emerges as well as examining the formation and implementation of social welfare policy at the national, state, local, and agency levels. (Every year)

**HSRV 360. Administration and Supervision**  
(3 hours)
Prerequisites: HSRV 202; LBST 175, 180 or equivalent.
Administration and supervision is a study of the concepts and methods of administration and supervision. Emphasis will be placed on development of techniques related to program planning and evaluation, leadership, staff development, and organizational assessment. (Occasionally)

**HSRV 370. Generalist Case Management**  
(3 hours)
Prerequisites: HSRV 202 or the introductory course in a related major; LBST 175, 180 or equivalent.
The purpose of this course is to give students a foundation in case management competencies. Topics and functions to be addressed include: historical perspective, models of case management, planning and assessment, coordination of services, and interviewing techniques. (Every year in at least one location)

**HSRV 380. Grantmaking for the Social Services**  
(3 hours)
Prerequisites: HSRV 202 or the introductory course in another major; LBST 175, 180 or equivalent.
Addressed are key issues in the principles and techniques of the grantseeking and grantmaking processes. Topics covered include different types of foundations and grant awards, research options, grant research method, development of program objectives and means, and components of a proposal packet. (Every year in at least one location)

**HSRV 381. Advanced Grantmaking**  
(3 hours)
Prerequisite: HSRV 380.
Students will gain the practical knowledge and skills involved in advanced grantmaking with an emphasis on writing a complete grant and exploring the interrelationships of grantmaking, program planning, and evaluation. (Occasionally)

HSRV 390. Special Topics in Human Services (1-3 hours)
Prerequisites: HSRV 202; LBST 175, 180 or equivalent.
A significant topic in human services which is not available through other program offerings will be studied in the classroom setting. (Occasionally)

HSRV 395. Independent Study in Human Services (1-3 hours)
Prerequisite: Consent of advisor.
This course 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 human services courses. (As needed)

HSRV 401. Multicultural Issues and Professional Practice (3 hours)
Prerequisites: HSRV 202; LBST 175, 180 or equivalent.
This course offers an introduction to multicultural issues and professional practice in the field of Human Services. Emphasis will be placed on populations whose racial, social, cultural backgrounds, physical abilities, or language differ from those of the mainstream United States population. Additional emphasis will be placed on the published ethical guidelines for human service providers with emphasis on professional practice. (Every year)

HSRV 415. Older Adults in the 21st Century (3 hours)
Prerequisites or corequisites: LBST 175, 180 or equivalent; PSYC 227 or a 3 semester credit hour course in adult development.
A multidisciplinary perspective on the experience of aging in the 21st century global society. From a foundation of the developmental stages of middle and later adulthood, the course will emphasize the role of the human services professional and agency through the investigation of both the opportunities afforded by and the weaknesses evidenced in the contemporary human services agencies as well as the laws and policies that govern the services that are provided. Service provision to diverse clients will be included. (Every year)

HSRV 475. Human Services Internship (3 hours)
Prerequisites: senior status; advance request; consent of program coordinator; LBST 175, 180 or equivalent.
The human services internship program is designed to provide the student with an opportunity to apply academic training in practical human services settings. Requests for internships must be made in advance and approved by the program coordinator. Internships will be jointly supervised by college staff and officials of the participating agency. Human services internships are open only to human services majors. Note: Grade of satisfactory (S) or unsatisfactory (U). Special fee. (Every semester in at least one location)

HSRV 476. Human Services Internship (1-6 hours)
Prerequisite: HSRV 475.
This course is designed to provide students with opportunities to continue using the skills and knowledge developed in HSRV 475. See the HSRV 475 course description for requirements. Note: Grade of satisfactory (S) or unsatisfactory (U). (Every semester in at least one location)
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 physical 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 204, 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.

184 / MERCER UNIVERSITY
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 204. 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)
Prerequisite: INFM 335.
The course will introduce key methodological approaches employed in health informatics research. Students will have the opportunity to explore and learn about differing theoretical paradigms, techniques, methods and considerations that need to be addressed while designing a health informatics research study. Students will also review some of the methodological issues associated with specific health informatics research designs. Laboratory fee. (As needed)

**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 or online)

**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 or 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. (Every year in at least one location or online)

**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 LBST180. 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.

**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 205. Introduction to Technical Writing** (3 hours)
Prerequisites: LBST 175 and 180 or equivalent.
This course introduces students to conventions of technical writing. Students will learn components of text analysis and analyze texts pertinent to their academic programs (for example, public safety, leadership, human resources, human services). Students will gain competency in the construction of technical texts such as incidence reports, manuals, and procedures. (Occasionally)

**LBST 210. The Idea of the University** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
This course introduces the different conceptions of higher education that shape our understanding of the curriculum of a university. Students will read and discuss works which address the roles of concepts such as paideia, the liberal arts, culture, citizenship, Wissenschaft, and globalization in higher education. After considering various "stories" of what a university education consists of, students will be asked to construct an individual degree program and to build their own "stories" about the idea of the university. (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 & 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**

(Cross-listed as RELG 115)
(3 hours)
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 and LBST180 or 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 and LBST180 or 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 and LBST180 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 and LBST180 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: LBST175 and LBST180 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

192 / MERCER UNIVERSITY
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 Procedure 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 (3 hours)
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 graphing calculator is required. (As needed)
MATH 160. Investigations in Geometry (3 hours)
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 (3 hours)
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 and Spring semester in at least one location)

MATH 220. Applied Statistical Methods (3 hours)
Prerequisite: MATH 120 with a grade of C or better, 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 (3 hours)
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 or online)

MATH 230. Introduction to Abstract Mathematics (3 hours)
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 282. Calculus for the Social and Life Sciences II (3 hours)
Prerequisite: MATH 181 with a grade of C or better.
The course discusses related rates, applications of the exponential and logarithmic functions, the definite integral, and integration techniques. A graphing calculator is recommended. (As needed)

MATH 310. Linear Algebra (3 hours)
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 390. Special Topics in Mathematics or Mathematics Education (2-3 hours)
Prerequisite: consent of program coordinator.
This course is a study of a significant topic in mathematics or mathematics education which is not available through other program offerings. (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)

MODERN FOREIGN LANGUAGES

FRENCH (FREN)

FREN 101. Elementary French I (3 hours)
The basics of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language. (Occasionally)

FREN 102. Elementary French II (3 hours)
Prerequisite: FREN 101.
Elementary French II is a continuation of the subjects presented in FREN 101 with an emphasis on reading comprehension. (Occasionally)

GERMAN (GERM)

GERM 101. Elementary German I (3 hours)
The basics of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language. (Occasionally)

GERM 102. Elementary German II (3 hours)
Prerequisite: GERM 101 with a grade of C or better.
This course is a continuation of the subjects presented in GERM 101 with an emphasis on reading comprehension. (Occasionally)

SPANISH (SPAN)

SPAN 101. Elementary Spanish I (3 hours)
The basic elements of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language. (Occasionally)

SPAN 102. Elementary Spanish II (3 hours)
Prerequisite: SPAN 101 with a grade of C or better.
Elementary Spanish II is a continuation of the subjects presented in SPAN 101 with an emphasis on reading comprehension. (Occasionally)

SPAN 390. Special Topics in Spanish (1-3 hours)
A study of some significant topic in Spanish or in Latin American area studies which is not available through other program offerings. (Occasionally)
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 physical 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 style and to develop a leadership action plan. (Every semester in at least one
location or online)

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 or online)

ORGL 315. Communication for Effective Leadership (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your
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 location or
online)

ORGL 320. Human Behavior in Organizations (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your
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 the introductory course to your 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 the introductory course to your 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 the introductory course to your 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)

ORGL 355. Leadership in Nonprofit Organizations (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your 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, or equivalent.
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 organizational 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**  
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)

**ORGL 470. Organization Development and Change**  
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)

**ORGL 475. Advanced Leadership Philosophy and Practice**  
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**  
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**  
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**  
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**  
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**  
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** 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. Students may also explore in greater detail a topic raised in established public safety courses. (As needed)

**PSFT 435. Ethics and Public Safety** 3 hours
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** 3-6 hours
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** (3-6 hours)
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** (3 hours)
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** (3 hours)
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** (3 hours)
Prerequisite: PSYC 111.
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 to historical and cultural contexts. (Every Fall and Spring semester in at least one location)

**PSYC 215. Cognitive Psychology** (3 hours)
Prerequisite: PSYC 111, LBST 175, 180 or equivalent.
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 225. Prenatal through Adolescent Development** (3 hours)
Prerequisite: PSYC 111.
An introduction to research methodologies and theories of developmental psychology that focuses on the physiological, cognitive, and psycho-social components of the human development prenatal period through adolescence. (Every Fall and Spring semester in at least one location)
PSYC 226. Adult Development (3 hours)
Prerequisite: PSYC 111.
An introduction to research methodologies and theories of developmental psychology that focuses on the physiological, cognitive, and psycho-social components of the human development early adult period to death. (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 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 358. Psychology of Religion (Cross-listed as RELG 358) (3 hours)
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)

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 361. Group Process and Practice (3 hours)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.
Theory and research of group dynamics and process are presented. Topics studied include group formation, stages of development, process, diversity, and leadership. (Every Fall and Spring semester in at least one location)

**PSYC 365. Current Psychotherapies** (3 hours)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.
The major theoretical systems of psychotherapy are reviewed, and emphasis is placed on the techniques, practices, and assumptions of each theory. Points of convergence and divergence of the theories are presented, and their strengths and weaknesses of use with different populations are studied. (Every year 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 which have created past conflicts. (Every year 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 archetypical 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 which has created past conflicts. (Every year in at least one location)

**PSYC 380. Forensic Behavior** (3 hours)
*(Cross-listed with CRJS 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 year in at least one location)

**PSYC 388. Human Sexuality** (3 hours)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.
Students will explore 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)
Students will study the nature and function of religion in personal, social, and cultural contexts by exploring the origins and varieties of religious expression, the methods used in the study of religion, and the religious questions that grow out of human experience. Particular attention will be given to 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 the relation of religion and science. (Every year in at least one location)

**RELG 115. Readings in World Literature, Religion, and Citizenship** (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 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 organismal 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.

206 / MERCER UNIVERSITY
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 240. Popular Cultural Forms and Society (3 hours)
(Cross-listed as COMM 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)

SOCI 251. Communication and Society (3 hours)
(Cross-listed as COMM 251)
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.
Students will examine the role that communication has played in the transformation of society. Beginning with the work of Walter Ong, the course traces the impacts of oral, written, print, and image 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 with the world around us. (Every two years in at least one location)

SOCI 253. Gender Relations (3 hours)
(Cross-listed as COMM 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)

SOCI 255. The Family (3 hours)
Prerequisites: LBST 175, 180 or equivalent; 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 321. Social Change (3 hours)
Prerequisites: LBST 175, 180 or equivalent; SOCI 111.
Social change is an analysis of the theories, perspectives, and strategies related to social change. Attention will be given to the impact of social change on the values, ideas, the communities, and societal structures in the United States. Processes related to the role of the change agent in society will be considered. (Occasionally)

SOCI 326. Sociology of Community (3 hours)
Prerequisites: LBST 175, 180 or equivalent; SOCI 111.
The community as a social system composed of relationships among individuals, groups, and organizations will be analyzed. Basic sociological principles are applied in a study of
community types, functions, power structures, as well as the assessment of community needs. Special attention is given to the application of community organization principles to fulfill the community needs and to develop local groups to address those needs. (Occasionally)

**SOCI 333. Social Psychology**  
(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)

**SOCI 345. Mass Media and Society**  
(Cross-listed as COMM 345)  
Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.  
A critical analysis of 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)

**SOCI 356. Sociology of Religion**  
(Cross-listed as RELG 356)  
Prerequisites: LBST 175, 180, or equivalent; SOCI 111 or consent of program coordinator.  
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)

**SOCI 380. Social Theory**  
Prerequisites: LBST 175, 180 or equivalent; SOCI 111.  
Students will examine the major theoretical developments in the field of sociology from the nineteenth century to the contemporary period. The use of social theory for research and the analysis of social relations will be considered. (Occasionally)

**SOCI 390. Special Topics in Sociology**  
(1-3 hours)  
Prerequisites: LBST 175, 180 or equivalent; SOCI 111.  
A significant topic in sociology which is not available through other program offerings will be studied in the classroom setting. (Occasionally)

**SOCI 395. Independent Study in Sociology**  
(1-3 hours)  
Prerequisites: consent of advisor; LBST 175, 180 or equivalent.  
Directed Study in Sociology 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 applied sociology courses. (As needed)

**UNIVERSITY (UNIV)**

**UNIV 110. The Culture of University**  
(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, Henry County, and Macon)
- Master of Science in Clinical Mental Health Counseling
- Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Counseling
- Master of Science in Human Services
- Master of Science in Organizational Leadership
- Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization
- Master of Science in Public Safety Leadership
- Master of Science in Clinical 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 (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 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 an 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 on the Atlanta campus in specific skill areas.

2. Qualified students who present a TOEFL score below 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS 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.)

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, and the Penfield College of Mercer University, will be considered “full-time” for purposes of attendance and eligibility for financial aid, if they are enrolled for 9 credit hours in a semester (fall, spring, summer). 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.

Full-time status in other graduate programs is outlined in the corresponding catalogs. 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.

**School of Engineering**

- 500-599: First-level graduate courses; may also be taken by qualified undergraduates
- 600-699: Advanced-level graduate offerings; not normally open to undergraduates
  - Courses are generally 3 credit hours each.

**Tift College of Education**

- 500-599: Post-baccalaureate initial certification only; non-degree credit
- 600-699: Master of Education level classes
- 700-799: Education Specialist level classes
800-899: Doctoral level classes
Courses are generally 3 credit hours each.

**Townsend School of Music**
500-599: Graduate level offerings in Applied and ensemble Areas
600-699: Master of Music course offerings
700-799: Graduate level offerings co-listed with McAfee School of Theology

**Penfield College of Mercer University**
600-999: Master of Science, educational specialist, and doctoral level classes

**Georgia Baptist College of Nursing**
600-799: Master of Science level 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; MPH Program; 2nd Year DPT
700-799: MPH Program

**School of Medicine**
600-699: Graduate courses designed for graduate students only
Courses are generally 3 semester credit hours each.

**McAfee School of Theology**
500-999: Master of Arts
Master of Divinity
Doctor of Divinity

**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) on all courses taken for degree purposes. 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 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 within one academic year according to the specific policies of the college/school 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 in the Office of Enrollment Services by the date specified in the University Calendar.

Thesis and Dissertation Requirements

Some master’s degree programs and the Doctor of Divinity program 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 Provost of the University, 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 is governed by policies 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 administered by an honor committee composed of five members of the graduate faculty who are responsible for decisions regarding alleged violations. The committee’s decisions are binding on the student involved but may be appealed to the chief academic officer of the University.
The Tift College of Education offers a distance learning/online Master of Education degree and a Specialist in Education degree in Early Childhood Education through the Regional Academic Centers. A distance learning/online Specialist in Education degree in Teacher Leadership is offered through the Atlanta Campus. A Master of Education in Higher Education Leadership is offered on the Atlanta and Macon campuses. A Specialist in Education degree in Educational Leadership is offered at the Henry County and Macon Centers and on the Savannah Campus. Ph.D. programs in Educational Leadership and in Curriculum and Instruction are offered at the Macon Center and on the Atlanta campus. Programs leading to certification are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

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 programs that follow this deadline schedule are the Education Leadership programs and the Ph.D. in Curriculum and Instruction. For information about application deadlines for these programs, contact the program coordinators or chairs.
GENERAL GRADUATE PROGRAMS POLICIES

The purpose of the graduate programs in education is to prepare professional educators who will have a philosophy of growth and change based on reliable knowledge about the principles and practices of education. An additional objective is to educate teachers and educational leaders in the skills of research and to foster a disposition to initiate and promote basic and applied research. The College will provide courses to meet all program requirements within the specified program completion time from the time the student enrolls. The College is not under obligation to grant individualized study through directed/independent study courses or special topics research courses unless the College fails to schedule the course requirements within the time specified. The policies of the graduate program are under the review of the University Graduate Council.

The Graduate Program of the Tift College of Education recognizes the importance of addressing technological advancements within society. Therefore, emphasis on the relevance of technological developments will be infused throughout courses in the graduate programs.

All course work 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 teachers and educational leaders to plan appropriately for disabled, special needs, and other diverse populations.

Academic Standards for Graduate Students

Students in all graduate degree programs and in 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 in the Ph.D. programs must also maintain a cumulative grade point average of 3.5 on a 4.0 scale. Students in the M.Ed. program must also maintain a graduate GPA of 3.0 or above. 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 repeat an equivalent class at another college in order to replace 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.

Time Limitation in 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 do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.
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.

Admissions Appeals Policy

Prospective students who have been denied admission to any classification within the graduate program may appeal that decision in writing to an associate dean and to the appropriate chair. Each appeal will be reviewed and decided upon by the faculty. Admission does not ensure satisfactory completion of the program selected nor 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 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 wish to submit an appeal to the Grade Appeals Committee through an associate dean. Grade appeals must be initiated in writing within thirty days after the grade has been issued.

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 program chair.

Code of Ethics for Educators

All 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.

**Participation in Commencement Ceremonies**

Students who have met all degree requirements may participate in the Commencement ceremony. Other masters and Ed.S. students may participate if they meet both of the following conditions:

1. If they are within nine hours of completing all degree requirements and are scheduled to complete those requirements in the summer semester.
2. If they meet the minimum GPA requirements for the degree.

Ph.D. candidates must complete all degree requirements prior to participating in commencement.

**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 enroll in a field experience prior to obtaining this certificate. See the next section for more information. Additionally, see: http://www.gapsc.com/Certification/TieredCertification/preService.aspx.)
- 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 requires a clear criminal history and liability insurance before the student may be placed in a school. Securing criminal history clearance and insurance coverage. 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 edTPA 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. Passing scores are required prior to certification.
GRADUATE PROGRAMS IN TEACHER EDUCATION

THE MASTER OF ARTS IN TEACHING (M.A.T.) DEGREE

The Tift College of Education offers a Master of Arts in Teaching (M.A.T.) degree for secondary (grades 6-12) certification candidates on the Macon Campus. The degree is intended for the initial certification candidate who holds a baccalaureate degree in a secondary certification content field 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 in certification in Secondary (6-12) in the appropriate field (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.

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.

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.

All candidates seeking initial certification are required, during their student teaching or internship experience, to submit a performance-based portfolio assessment for external scoring. A fee will be assessed.

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 Assessments 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.

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 practitioner and a reflective professional who understands and supports effective and dynamic secondary grades learning environments.

Student Learning 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, Application of Knowledge, 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, Application of Knowledge, & Engagement)

• Utilize the effective teaching pedagogy to make connections among academic knowledge and the cultural influences of the student, school, and community. (Practicing, Application of Knowledge, & Engagement)

Disposition: 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)

Program of Study for the Secondary M.A.T.

Degree Requirements

34 graduate hours; 6 undergraduate hours

Summer I
EDUC 220 Foundations of Education (3 hrs.)
EDUC 283 Introduction to Special Education (3 hrs.)
EMAT 620 Adolescent Development & Learning (3 hrs.)
EMAT 624 Curriculum, Instruction, & Planning for SEC (co-requisite with EMAT 601) (3 hrs.)
EMAT 601 Initial Field Placement (co-requisite with EMAT 624) (1 hr.)

Fall
EMAT 642 Content Area Reading: Literacy Development for MGE/SEC (3 hrs.)
EMAT 608 Professional Practicum or EMAT 609 Mentored Practicum (3 hrs.)
One of the following methods classes based on field of certification:
EMAT 645 Teaching of English (3 hrs.)
EMAT 666 Teaching Math in MGE/SEC (3 hrs.)
EMAT 682 Teaching Social Science (3 hrs.)
EMAT 672 Teaching Science for MGE/SEC (3 hrs.)

All of the above courses must be completed with a B or better prior to student teaching/internship.

**Spring**
EMAT 611 Student Teaching or EMAT 612 Internship (9 hrs.)

**Summer II**
EMAT 689 Educational Assessment and Research (3 hrs.)
EDUC 625 Culturally & Educationally Responsive Pedagogy (3 hrs.)
EDUC 618 Issues of Diversity: Language, Cognition, & Culture (3 hrs.)

**Secondary Education STEM M.A.T. Program**

The STEM Master of Arts in Teaching program for secondary certification in grades 6-12 is designed to implement an innovative model of teacher education patterned after a medical clinical model with embedded clinical experiences and a three-year residency. This design closes the gap between theoretical and practical knowledge in STEM teaching and learning. The program prepares and tracks STEM MAT candidates and graduates through their clinical coursework and into their residency periods in high-need, rural and urban settings. The focus on learning in the clinical setting is an effort to create and sustain strong, reciprocal, collaborative relationships between and among STEM MAT candidates and graduates, certified secondary science and math school-based faculty, and university-based faculty. Within the STEM MAT program, authentic research, engineering design practice, problem-based learning, scientific inquiry, and STEM habits of mind support the diverse behavioral, cognitive, emotional, physical, and socio-cultural needs of the adolescent. A hallmark of the program is its STEM Methods sequence of courses, which offers rotations in engineering design practices, problem-based reasoning, and other interdisciplinary STEM activities. Candidates will enhance both pedagogical and interdisciplinary content knowledge through these STEM Method rotations. The candidate will become a transforming practitioner and a reflective professional who understands effective and dynamic 6-12 learning environments and supports collaborative communities of practice across STEM disciplines.

[NOTE: The STEM MAT is projected to begin in Summer of 2016 pending approval by the Georgia Professional Standards Commission.]

**Admission to the Secondary STEM Master of Arts in Teaching (M.A.T.) Degree**

- A completed application through the Woodrow Wilson Teaching Foundation
  http://woodrow.org/fellowships/ww-teaching-fellowships/georgia/info/ww-teaching-fellowships-application/
- Official transcripts of all college work attempted (2 copies).
- Passing scores on the GACE for Program Admission or exemption based on criteria specified at www.gapsc.com prior to beginning the program.
- Passing scores on the GACE Content Assessment for the appropriate content area before the second semester of coursework.
• Official test scores on one of the following tests: GRE [target scores: 146 Verbal + 141 Quantitative, 3.5 Analytical Writing] (Target score for tests taken prior to August 2011 is 800 for Verbal and Quantitative sections combined) or Miller Analogies Test [target score: 397]

• Documentation of completing the GACE Georgia Educators Ethics Assessment for Program Entry prior to beginning the program.

• A major in and/or a strong professional background in a STEM field (science, technology, engineering, or math). [NOTE: A transcript evaluation will be completed to determine if additional content classes are required to meet content area certification requirements.]

• A commitment to the program and its goals.

• Proof of U.S. citizenship or permanent residency.

• A bachelor’s degree from an accredited U.S. college or university or its international equivalent (Note: Undergraduate degrees earned outside the U.S. are accepted if an approved credential evaluator declares the degree equivalent to an earned U.S. bachelor’s degree.);

• A cumulative undergraduate grade point average (GPA) of 3.0 or better on a 4.0 scale is preferred. (Note: Candidates who can demonstrate excellence through other avenues will also be considered. All applications are considered in their entirety and selection is based on merit.)

**Student Learning Outcomes**

During coursework, clinical experiences, and residency period Mercer’s STEM MAT candidates and graduates will:

1. Demonstrate the ability to promote an interdisciplinary perspective using the following STEM reasoning modalities: complex adaptive systems; computational reasoning; model-based reasoning; quantitative reasoning; and evidence-based claims. (To Know; To Do)

2. Design and implement a developmentally appropriate interdisciplinary STEM curriculum. (To Know; To Do)

3. Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (To Know; To Do)

4. Utilize effective teaching pedagogy to make connections among academic knowledge, STEM practices, and contextual influences on the students, school, and community. (To Know; To Do)

5. Engage in reflective practice and self-assessment of pedagogy and find opportunities to grow professionally and develop emerging leadership qualities. (To Be)

6. Demonstrate 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. (To Be)
Program of Study for Secondary STEM M.A.T

(Degree requirements: a minimum of 36 graduate hours)

Summer I
EMAT 683  Teaching Exceptional Learners (3 hours)
EMAT 617  Foundations of Education and History of STEM (3 hours)
EMAT 676  Adolescent Development & Learning in Context (3 hrs.) [Middle Grades Placement]
EMAT 677  STEM Methods I in Context for SEC (2 hr.)

Fall
EMAT 678  Curriculum, Instruction, & Planning in Context for SEC (3 hrs.) [Partner District Year-long High School Placement]
EMAT 679  Educational Assessment in Context (3 hrs.) EMAT 680 STEM Methods II for SEC (2 hr.)

One of the following methods courses:
EMAT 685  Methods for Teaching Science in Context for SEC (4 hrs.) [Partner District Year-long High School Placement]

All of the above courses must be completed with a B or better prior to Spring Semester

Spring
EMAT 686  STEM Methods III in Context for SEC (6 hrs.) [Partner District Year-long High School Placement]
EMAT 687  Disciplinary Literacy for SEC (2 hrs.)

Summer II
EMAT 688  Service Learning Capstone in STEM Teaching and Learning for SEC (5 hrs.)

[NOTE: For information on the Progression Policy for the STEM M.A.T. please see the Progression Policy for M.A.T. in previous section.]

MASTER OF EDUCATION DEGREE 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. This program is delivered via distance learning/online.

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.

Admission to the Master of Education Program in Early Childhood Education

All persons who wish to enter the M.Ed. program must file a formal written application for admission to graduate studies. All students must take an approved graduate test and present satisfactory scores before being admitted to the M.Ed.
Program. Students applying to a master's program in teaching must provide the following:

1. A bachelor’s level teaching certificate in ECE, ECE/SpEd General Curriculum, or Birth-K).
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 raw score of 41 before October, 2004 OR 397 after October, 2004). 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. One official copy of all transcripts.
5. A $25 application fee.

Application Deadline

Applications (including official transcripts and other supporting materials) must be received by the following dates:

- Fall Semester: August 1
- Spring Semester: December 1
- Summer Semester: May 1

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 Practitioner.

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 environment can be adapted 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
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)

Choose one of the following:
EDUC 625 Culturally & Educationally Responsive Pedagogy
EDUC 618 Issues of Diversity: Language, Cognition, 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

Mathematics (3 hours) – Choose one of the following:

EDMT 601 Problem Solving in Mathematics: ECE
EDMT 611 Theory of Arithmetic
Electives (Select 6 hours with advisor approval)

For a Reading Endorsement:
EDUC 662  Clinical Practicum (prerequisites: EDUC 647 and 687)

For an English to Speakers of Other Languages (ESOL) Endorsement:
EDUC 646  Methods of Teaching 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

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

Exit Criteria for the Master of Education Degree

Students in the M.Ed. program in ECE will successfully complete EDUC 698 Research Project as the exit criterion for the degree program.

SPECIALIST IN EDUCATION (Ed.S) IN EARLY CHILDHOOD EDUCATION

The Mercer Ed.S. program in Early Childhood Education is designed for the educator who chooses to develop greater depth, specialization, and sophistication in your practice and thus to become an Accomplished Teacher. The program will provide the certified teacher the opportunity to grow and develop professionally both as an Accomplished Teacher and as a Transforming Educator. As students progress through the program, they will achieve a greater depth of knowledge relating to issues of diversity, assessment, curriculum development, theory and research, content, and pedagogy. They will be able to use advanced inquiry skills to investigate questions related to practice, and implement programs and curriculum that draw from such inquiry. They will have the opportunity to develop expertise in written and oral communication skills which will enable them to more effectively advocate for young children, their families, and the community. In the process of becoming an Accomplished Teacher, each candidate will be guided to become a Transforming Educator who is a continuous, reflective and collaborative teacher and learner; one guided by strong ethics, a strong future orientation, and a strong commitment to creating healthy, supportive, and academically challenging learning environments for young learners. This program is delivered via distance learning/online.

230 / MERCER UNIVERSITY
Specialist in Education in Early Childhood Education

General Degree Information

1. A minimum of 31 semester hours beyond a master’s degree, in approved upper-level courses, will be required in the Ed.S. program. Additional courses beyond the 31-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. A student may transfer six graduate semester hours into the Ed.S. program, providing the course work was completed by the student while enrolled in an equivalent 6th year degree program at an accredited college or university and if the course work is evaluated as being equivalent to an appropriate class within the student’s program of study.

4. The College will provide courses to meet all program requirements within a minimum of two calendar years 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.

Admission Requirements

All persons who wish to enter the Ed.S. program must file 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 possess or be eligible for a master’s level certificate in Early Childhood, Early Childhood/Special Education General Curriculum, or Birth-Kindergarten. (Note: For teachers certified in ECE/Special Education and in Birth-K, this Ed.S. degree leads to eligibility for a Level 6 certificate, but it will not add the field of ECE to a certificate.)

2. Have a 3.5 grade point average on all graduate work attempted.

3. 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 900 verbal/quantitative combined for pre-August 2011 exams; for exams taken after August 2011: target score of 147 verbal and 143 quantitative, 4.0 analytical writing) or the Miller Analogies Test (target score 406). Scores must be less than five years old at the time of admission.

4. Official copies of all transcripts.

5. A $30 application fee.

Ed.S. in Early Childhood Education Degree Requirements
(31 semester hours)

EDUC 728. Socio-Political Influences in Education (3 hrs)
EDUC 731. Research for the Accomplished Teacher (3 hrs)
EDUC 735. Trends and Issues in ECE (1 hr.)
EDUC 740. Connecting Curriculum, Instruction and Assessment in ECE (3 hrs)
EDUC 742. Early Childhood Curriculum and Assessment for Students with Disabilities (3 hrs)
EDUC 750. Advanced Seminar in ECE (3 hrs)
EDUC 755. Play-based Learning in Early Childhood Environments (3 hrs)
EDUC 760. Advanced Professional and Ethical Practices in ECE (3 hrs)

With advisor approval, students will select a 9 hour endorsement from the options below as part of their 31 hour degree program.

**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 as electives within an M.Ed. or Ed.S. teacher preparation program.

**Reading Endorsement**

In addition to the M.Ed. in Early Childhood Education, the Tift College of Education offers a reading endorsement for teachers who hold a valid teaching certificate in Early Childhood or Early Childhood/Special Education. 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
- EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems
- EDUC 662. Clinical Practicum (Spring)

**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 one of the graduate degree programs, either the M.Ed. in Early Childhood or the Ed.S. 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, (in math or science), Special Education/General Curriculum (p-5), or other approved Special Education fields with a core academic content concentration in mathematics or science. (See www.gapsc.com for more information.)
• 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 or 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

Exit Criteria for the Specialist in Education Degree in Early Childhood Education

The exit criterion for the Specialist in Education degree is successful completion of EDUC 750 Advanced Seminar in ECE.

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. in Curriculum and Instruction program is designed to prepare transforming curriculum and instructional leaders for local, state, and national levels. 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 provide instructional leadership for pedagogically sound and innovative practices in teaching. (To Do, To Be)

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 in other areas.
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 at the interview.
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)

EDCI 805 The Transforming Curriculum and Instructional Leader
EDCI 815 History of Curriculum
EDCI 819 Student Cognition and Motivation
EDCI 826 Changing Views of Learning Assessment
EDCI 835 Curriculum Theory
EDCI 839 Instructional Theory and Practice
EDCI 841 Curriculum Evaluation and Design
EDCI 845 Curricular and Instructional Technology
EDCI 848 Pedagogical Needs of the Learner
EDCI 866 Paradigms in High Education for Curriculum and Instruction
EDCI 867 Advocacy and Social Justice through Curriculum and Instruction
EDCI 873 Seminar on Curricular and Instructional Leadership

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. The Transformational Leader:

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. The Transformational Leader:

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 teachers to use a wide variety of teaching methods, strategies, technology, and materials.
4. Develops, articulates, and implements a vision that promotes a positive culture, provides an 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. The Transformational Leader:

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 master's degree program 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 culture 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*

**Academic Standards for Educational Leadership Students**

Students in the Educational Leadership program must earn a B or better in all graduate courses that apply to the degree or certificate program. 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 repeat an equivalent class at another college in order to replace a grade earned at Mercer.
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
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 T-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 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 before enrolling in any of the following core courses.)

Professional Studies (21 hours)

EDEL 655 School Law and Ethics (3 hours)
EDEL 665 Leadership in Instruction and Supervision (3 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 686 Strategies for Improving Low Performing Schools (3 hours)
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 I (Building Level) (3 hours)

**System Level Track (12 hours)**
- EDEL 704 The Superintendency (3 hours)
- EDEL 832 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 (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 685 Technology for School Leaders (3 hours)

**Exit Criteria for the Specialist in Education Degree in Educational Leadership**

The exit criteria for the Ed.S. in Educational Leadership is participation in all annual Leadership Academies during which candidates are enrolled, successful completion of the LiveText Portfolio, successful completion of all required coursework, and either EDEL 646 and 647 or EDEL 648 and 649.

**DESCRIPTION OF COURSES**

NOTE: Course requirement may include field experience.

**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. (Every Fall)
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. (Every Summer)

EDCI 809. Doctoral Seminar I: Scholarly Writing (2 hours)
This course will address advanced approaches to scholarly writing and reading, with an introduction to dissertation writing. Graded S (Satisfactory) or U (Unsatisfactory) (Every 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. (Every 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. (Every 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. (Every 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. (Every 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. (Every Summer)

EDCI 817. Doctoral Seminar II: Survey of Literature (2 hours)
Prerequisite: EDCI 809
The course will provide broad knowledge related to a research interest in curriculum and instruction. Graded S (Satisfactory) or U (Unsatisfactory) (Every 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. (Every Summer)

EDCI 826. Changing Views of Learning Assessment
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. (Every 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. (Every Fall)

EDCI 837. Doctoral Seminar III: Directed Reading (2 hours)
Prerequisite: EDCI 817
The course provides an in-depth knowledge of a specific area of research interest in curriculum and instruction. Graded S (Satisfactory) or U (Unsatisfactory) (Every 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. (Every Spring)

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. (Every Fall)
EDCI 843. Doctoral Seminar IV: Understanding and Synthesizing (2 hours)
Research
Prerequisite: EDCI 837
The candidate will demonstrate an ability to synthesize a body of research. Graded S (Satisfactory) or U (Unsatisfactory) (Every 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. (Every Fall)

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. (Every 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 Methodology and Qualitative Research Methodology. (Every Spring)

EDCI 866. Paradigms in Higher Education for Curriculum and Instruction
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. (Every Summer)

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. (Every Summer)
EDCI 871. Doctoral Seminar Five (2 hours)
The candidate will actively engage in the dissertation process under the guidance of a 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. (Every Spring)

EDCI 875. Doctoral Seminar Six (2 hours)
The candidate will actively engage in the dissertation process under the guidance of a 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. 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) (Occasionally)

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. (Occasionally)

EDUCATIONAL LEADERSHIP (EDEL)

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 615. Leadership in Today’s Schools (3 hours)
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 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. (Once a year)

EDEL 625. Managing the School Environment  (3 hours)
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
coop eratively 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
coop eratively 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  
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.

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.

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. (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 year-long 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. (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. (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. (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. (Once a 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. (Once a 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: Program Chair approval.
This course is a study of specific topics which meets the needs of non-doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects. (Occasionally)
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. (Once a 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. (Once a 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.

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. (Fall)

MATHEMATICS (EDMT)

EDMT 601. Problem Solving in Mathematics: ECE (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. (Summer)
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.

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. (Fall)

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. (Fall)

NATURAL SCIENCES (EDSC)

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, deemphasizes 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. (Fall)

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. (Fall)

EDUCATION (EDUC)

EDUC 603. School Philosophy & Teacher Leadership (3 hours)
This course focuses on the application of the most relevant philosophies of education to the aims, curriculum, and methods of primary, middle, and secondary education. Additionally, this course will examine the concept of teacher leadership and its relationship to improved educational quality. (Summer)
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. (Spring)

EDUC 618. Issues of Diversity: Language, Cognition, and Culture (3 hours)
This course provides the basis for understanding diversity by exploring the social, the cognitive, and the communicative roots of diversity: with a primary focus on how students learn to think and communicate within their home, community, and school environments. (Summer for Macon MAT) (Fall for RAC MEd)

EDUC 625. Culturally and Educationally Responsive Pedagogy (3 hours)
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 and recommendations for successful teaching in the changing classroom environment. (Summer)

EDUC 639. Teaching Strat/Classroom Env for Active Learning/ECE (3 hours)
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. (Summer)

EDUC 646. Methods of Teaching English to Speakers of Other Languages (ESOL) (3 hours)
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.

EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems (3 hours)
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. (Fall and Summer)

EDUC 651. Contemporary Curriculum Practices for ECE (3 hours)
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. (Spring)
EDUC 662. Clinical Practicum (3 hours)
Prerequisites: EDUC 647 and EDUC 687.
This course is a supervised practicum in which the student 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)

EDUC 676. Integrated Science Methods with Residency (3 hours)
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. (Spring)

EDUC 679. Mathematics Content Pedagogy (3 hours)
(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. (Spring)

EDUC 687. Reading Theory: Research & Best Practices in ECE Reading (3 hours)
This advanced literacy course will allow early childhood educators to explore current and historically significant reading research theory, and select an aspect of reading for in-depth independent research. (Fall and Summer)

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 only)

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 only)

EDUC 728. Socio-Political Influences in Education (3 hours)
This course is designed to give students an overview of the methods of scholarly study of the foundations of education. Students will be exposed to various questions of
importance to early childhood education and will examine how the social and political climate has influenced the way these questions have been and are being answered. Various approaches to studying educational foundations may be utilized in the course, including (but not limited to): history of education, sociology of education, philosophy of education, anthropology of education, cultural studies of education, and comparative education. Emphasis will be placed on gathering, reading, interpreting, and presenting research and theory in educational foundations in order to address current educational concerns. (Summer)

EDUC 731. Research for the Accomplished Teacher (3 hours)
The purpose of this course is to examine research methodology and applied research as it relates to the practicing accomplished teacher in Early Childhood Education. Emphasis will be given to the review and evaluation of research literature and on how accomplished teachers may apply both quantitative and qualitative research methods to classroom/school problems. Students will be required to identify a problem in their classrooms or schools, review the relevant literature on the problem, identify the appropriate research method for the problem, and write a research plan for addressing the problem, using research tools, critical thinking, and professional communications. (Summer and Fall)

EDUC 735. Trends and Issues in Early Childhood Education (1 hour)
This course is Part I of Ed.S. Capstone. It provides an opportunity to explore current trends and issues in the field of Early Childhood Education (P-5). It critically examines trends, historical origins, recurring issues, research findings, and resulting program developments in Early Childhood Education from multiple perspectives. Each student will also develop a plan for a professional project to be completed in Part II of Ed.S. Capstone, EDUC 750 Advanced Seminar in Early Childhood Education. Graded: S (Satisfactory) or U (Unsatisfactory) (Summer and Fall)

EDUC 740. Connecting Curriculum, Instruction and Assessment in Early Childhood Education (3 hours)
This course will focus on using theory, research, and best practices to design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all learners. Special emphasis will be placed on collecting and analyzing data to plan and implement a well-integrated curricula for all learners. The practice of assessment and data-driven decision making will be applied to promote positive social, emotional, and learning outcomes in early childhood education. (Spring)

EDUC 742. Early Childhood Curriculum and Assessment for Students with Disabilities (3 hours)
This course is designed to further develop knowledge and skills related to educating students with disabilities in inclusive environments. Early childhood teachers will understand the roles and responsibilities of special educators, general educators, and other staff in providing instructional services to students educated in inclusive classrooms. A significant part of teaching all learners includes data-driven decision making. Teachers will review research and theory related to data-driven decision making at the school level and individual student level. Emphasis will be placed on analyzing data to identify student learning needs and guide instructional decisions. Through this course teachers will gather and analyze multiple measures of data to answer questions about student achievement and ways to improve student learning. A focus will be placed on individual student progress monitoring and using data to guide academic and/or behavioral improvement. Topics will include using data as feedback for instructional planning and communicating results to families and other professionals. (Spring)
EDUC 750. Advanced Seminar in ECE (3 hours)
Prerequisite: EDUC 735.
This course is Part II of Ed.S. Capstone. Students in this course will have the opportunity to implement and complete a final project consistent with program outcomes. Individual students will work in consultation with a faculty advisor throughout the project. The form and type of project may vary based on individual interests and area of study. The final project will also be disseminated through a peer reviewed professional outlet. Graded: S (satisfactory) or U (unsatisfactory). (Most semesters)

EDUC 755. Play-based Learning in Early Childhood (3 hours)
The purpose of this course is to explore the social, emotional, psychological, cognitive, creative, and physical benefits of play for children and adults. Play insists on a personal engagement and stimulates the imagination. Play is an important element in teaching and learning, creativity, and discovery. We will explore ways to increase children's play in school and at home and research global issues of play. We will also focus on play advocacy and educational policies which often have a negative impact on play (e.g., loss of recess, bullying, political decisions). Finally, through a constructivist lens, we will investigate the role of play through the theoretical underpinnings of Dewey and Vygotsky's work. (Summer)

EDUC 760. Advanced Professional and Ethical Practices in Early Childhood Education (3 hours)
This course provides an examination of various methodologies associated with advanced professional and ethical practices. Candidates research, design, plan, and implement strategies to meet the needs of teachers and diverse learners. For example, professional and ethical practices; adult learning theories, leadership roles, various models of professional development, co-teaching, coaching, and mentoring are areas of focus to support candidates’ professional development and growth. (Most semesters)

MASTER OF ARTS IN TEACHING (EMAT)

EMAT 601. Initial Field Experience (1 hour)
Prerequisites: Admission prior to the application periods, pre-service certification and Tort Liability Insurance coverage.
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 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. (Summer)

EMAT 608. Practicum (3 hours)
Prerequisites: Successful completion of EMAT 601, submission of on-line application, and compliance with the Pre-Service Certification process, and Tort Liability Insurance Coverage.
This course should be taken the semester prior to Student Teaching or Internship. 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 hours over the entire semester in the classroom. See course syllabus for weekly schedule. Candidates are required to attend
Practicum Orientation and three seminars. The Teacher Education Handbook provides specific policies and requirements. Special fee. (Fall)

**EMAT 609. Mentored Practicum** (3 hours)
Prerequisites: On-line application and submission of additional application 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. The Teacher Education Handbook provides specific policies and requirements. Special fee. (Fall)

**EMAT 611. Student Teaching** (9 hours)
Prerequisites: On-line application and submission of specified paperwork; compliance with all Tift College and state requirements for student teaching eligibility; successful completion of EMAT 608/609; completion of all coursework.
This course provides a full-day semester-long teaching experience for teacher candidates. Candidates will be assigned to diverse public 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. Specific policies and requirements are included in the Teacher Education Handbook. Special Fee. (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.
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. (Spring)

**EMAT 617. Foundations of Education and History of STEM Education** (3 hours)
This course introduces students to teaching as a profession and how STEM education has developed within the broader profession. Topics include teaching as a profession, the organization and culture of schools, legal rights and responsibilities of teachers and students, philosophical and psychological perspectives, historical developments underlying education in the United States, social issues in education, the application of learning theory to instruction and learning environments, basic concepts and principles regarding teaching strategies, assessment and evaluation of student learning, and teaching from a multicultural perspective. All of these topics are discussed with an emphasis on the infusion of STEM education within these topics. (Summer I)
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 are also presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course. (Summer)

EMAT 624 Curriculum, Instruction, & Planning for Secondary (3 hours)
This course is designed to help the beginning teacher candidate prepare to teach in a 6-12 setting. This course includes an orientation to curriculum studies as an area of research that affects middle and secondary schools. Candidates will learn and implement methods of curriculum design, assessment, units, lesson plans, and instructional strategies to meet the diverse needs of students in grades 6-12. (Summer)

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. (Fall)

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. (Fall)

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. (Fall)

EMAT 672. 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. (Fall)

EMAT 677. STEM Methods I in Context: Engineering Design Process (2 hours)
This laboratory course provides students with an introduction to the engineering design process. The laboratory course content may include topics such as electronics and
microcontrollers, fabrication, and project-based exercises, such as a structure design project and/or a competition design project. Within the context of engineering design, cross-disciplinary connections between the STEM disciplines (science, technology, engineering and mathematics) will be made explicit as well as emphasis on appropriate STEM reasoning modalities including critical thinking, model-based reasoning, quantitative reasoning and data supported decisions. Teacher candidates will operationalize concepts from the course in a middle level clinical setting. Because of its "In Context" designation, this course provides a middle level clinical experience for STEM MAT candidates. Students will work in a setting with a diverse group of public school students from surrounding counties and will spend a minimum of thirty-five clock hours over a semester with them in an observing, participating, and teaching capacity in STEM-related activities. Students enrolled in EMAT 676 / EMAT 677 will be under the direct supervision of a certified high school classroom teacher and university supervisor. (Summer I)

**EMAT 678. Curriculum, Instruction, and Planning in Context (3 hours)**

This course is an orientation to curriculum studies (6-12) that affects middle and secondary students. Candidates will learn and implement methods of integrated/interdisciplinary curriculum design, assessment, units, lesson plans, and instructional strategies to scaffold student learning and meet the diverse needs of students in grades 6-12. In addition to weekly course meetings, teacher candidates will implement assignments from the course in a school-based clinical experience. Because of its "In Context" designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679, and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 679. Educational Assessment in Context (3 hours)**

This course provides an introduction to educational assessment. 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 while situated in a clinical setting. Because of its "In Context" designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679, and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 680. STEM Methods II: Model-based Reasoning (2 hours)**

This course provides students with an interdisciplinary approach to STEM from a model-based reasoning perspective. Students will develop and use STEM reasoning modalities including model-based, quantitative, computational based reasoning in the context of mathematical laboratory experiences to build models and equations that connect abstract mathematics concepts to real world concepts in STEM and STEM related disciplines. Students will develop and use pedagogical approaches such as problem-based and project-based to extend mathematical concepts across STEM and STEM related disciplines. Teacher candidates will operationalize concepts from the course in a
school-based clinical experience in addition to coursework, which may include field trips to STEM-related destinations. (Fall)

**EMAT 682. 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 develop- mentally 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. (Fall)

**EMAT 683. 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. (Summer I)

**EMAT 684. Methods for Teaching Math in Context for Secondary**  
(4 hours)
This course provides an in-depth concentration on selected mathematics topics that are included in the middle and secondary education. Included are reflective thinking as related to the mathematics classroom; application and problem solving; error pattern diagnosis; pre-algebra and algebra; geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques, and relative NCTM Standards. Focus is given to the integration of mathematics within science, technology and engineering in the teaching/learning process. Attention is given to enabling all students to become active learners of mathematics and making abstract mathematical concepts relevant not only across STEM disciplines but within the context of real world application. In addition to weekly course meetings, teacher candidates will operationalize concepts from the course in a school-based clinical experience. Because of its “In Context” designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679, and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 685. Methods for Teaching Science in Context for Secondary**  
(4 hours)
This course is designed to provide science content knowledge and pedagogical practices appropriate for middle and secondary education. There will be an in-depth investigation of scientific concepts across STEM disciplines, emphasis on the use of technology applications to enhance data collection, analysis, and evaluation. Emphasis will be placed on: (1) preparing teachers to incorporate appropriate science content in STEM, process skills, habits of mind, pedagogical strategies through authentic real-world application and experiences, (2) effective ways to teach and assess students, including
those with exceptionalities, disabilities, and cultural diversities, and (3) state level science standards. Teacher candidates will operationalize concepts from the course in a clinical experience in a partner district in addition to weekly course meetings. Because of its “In Context” designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679 and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 686. STEM Methods III in Context for Secondary**  (6 hours)
This STEM methods course will use concepts learned in prior STEM methods and content methods courses to develop research-based interdisciplinary activities that foster critical thinking and reasoning skills and that employ age appropriate pedagogical practices for the secondary level. This course focuses on designing and implementing interdisciplinary STEM experiences in a clinical setting with an emphasis on collaboration, systems-thinking, web-based sources and applications, and career awareness in STEM. Attention will be given to practical issues that face the secondary STEM teachers in the field such as student motivation; limited resources, time, space; and other barriers to implementing cross-disciplinary STEM instruction. Teacher candidates will operationalize concepts from the course in a school-based clinical experience and will include connections to STEM-related careers. Because of its “In Context” designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will continue a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 686 will be under the direct supervision of a certified classroom teacher and university supervisor. (Spring)

**EMAT 687. Disciplinary Literacy for Secondary STEM Fields**  (2 hours)
Adolescent literacy and disciplinary literacy will be explored in relation to the specialized literacy skills in science, technology, engineering, and math (STEM). Emphasis will be placed on the skills students need to navigate complex texts, to enhance critical thinking and to learn disciplinary discourses related to STEM fields. Connections to real world careers will be used to mentor students into the language of STEM fields. Attention will be given to sociocultural context of students to promote active and engaged literacy learning. (Spring)

**EMAT 688. Capstone in STEM Teaching and Learning**  (5 hours)
In this course the teacher candidate will develop an individualized professional development plan, which addresses all of the following: (1) potential barriers to success, (2) creation and submission of grant, conference, and/or publication proposal, (3) identify and develop a network of business, industry, university, and/or community partners, and (4) engage in service learning connected to your research and teaching. Course requirements will include community service at a designated site. (Summer II)

**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. (Summer)

260 / MERCER UNIVERSITY
Penfield College of Mercer University

Priscilla Ruth Danheiser, Dean/Professor
Gail W. Johnson, Associate Dean for Administration/Assistant Professor
Colleen P. Stapleton, Assistant Dean for 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 Henderson, Cameron A. Miller, Steven J. Miller, David F. Purnell, Donald B. Redmond, R. Tyler Wilkinson, and Kevin B. Williams, Assistant Professors
Charles Weston, Senior Lecturer
Sara J. Overstreet and Jacqueline Stephen, Instructors

DEPARTMENT OF COUNSELING AND HUMAN SCIENCES

Arthur J. Williams, Chair/Professor
W. David Lane, Laurie L. Lankin, Kyra L. Osmus, and Thomas E. Kail, Professors
Marna L. Burns, Kenyon C. Knapp, Suneetha B. Manyam, Theresa Reese, and Karen D. Rowland Associate Professors
Steve N. Hamilton, Kristina Henderson, Gail W. Johnson, Cameron A. Miller, Donald B. Redmond, 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. The department offers an undergraduate degree in Psychology 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 in Human Services is offered in Henry County.

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 applied psychology, clinical mental health counseling, counselor education and supervision, human resources administration and development, 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.

Master of Science in Human Services

Kristina Henderson, Program Coordinator/Assistant Professor
Priscilla Danheiser, Laurie Lankin, and Kyra Osmus, Professors
Marna Burns, Associate Professor
Steve Hamilton and Gail W. Johnson, Assistant Professors

The Master of Science (M.S.) in Human Services is a practical and relevant degree program designed for aspiring or current human services professionals in government or non-profit settings. The curriculum covers such topics as program planning and evaluation, quantitative and qualitative research methods, ethics, grant making, marketing, resource development, and entrepreneurship. The program focuses on the challenges and opportunities inherent in human services organizations that are facing change, e.g., maintaining human services delivery quality while managing costs, utilizing information technology to improve efficiency and effectiveness, responding to global competition, creating learning organizations, and other innovative responses necessary to survive and thrive in the 21st century.

The Master of Science in Human Services curriculum challenges students to expand their creative thinking, refine their ethical problem solving, and further develop critical thinking skills. The curriculum covers such topics as program planning and evaluation, quantitative and qualitative research methods, ethics, grant making, marketing, resource development, and entrepreneurship.
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 Human Services degree are as follows:

1. Students must have earned an undergraduate degree from a regionally accredited college or university. Prerequisite coursework for program admission includes: an introductory course in psychology, an introductory course in sociology, and a lifespan development course.

2. Students must have earned a minimum overall undergraduate quality point average of 3.0 on all attempted work.

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 minimum score of 160 on the Verbal and Quantitative portions of the GRE or 397 on the Miller Analogies Test. (Applicants who are members of Tau Upsilon Alpha or who have a HS-BCP Certification may waive the MAT/GRE requirement.)

4. Students must submit a non-refundable application fee of $35.

5. Students must submit two formal transcripts of all undergraduate work attempted.

6. Students must submit a letter of recommendation/support from a supervisor, manager, or faculty member familiar with the student’s performance.

7. Students must complete a formal interview with departmental faculty. Interviews will be conducted only after potential candidates have applied for admission and are qualified, based on assessment of a completed applicant file.

Provisional Admission

If the applicant does not meet the minimum GPA or the minimum test score, the admissions committee may grant provisional admission for one semester. These admissions will be decided on a case-by-case basis and may be granted with evidence of a documented extenuating circumstance. No more than 10% of the students will be admitted annually on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of two courses per semester (selected by the department faculty) during their provisional semester. A minimum cumulative GPA of 3.0 will be required to continue in the program.

Application Deadlines

Students are accepted into the program prior to the beginning of fall and spring semesters. Application deadline for fall semester is July 30, and the deadline for spring semester is November 30.

Academic and Ethical Standards

Students in the Master of Science in Human Services 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 earned 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 with a grade below B only once to increase the grade earned in that course, and may not re-take more than two classes in their program of
study with Mercer. Students may not re-take an equivalent course at another institution 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 one course 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 Human Services program, the faculty and department chair 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. 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. Students may attend on a part-time basis by taking less than nine credit hours. To qualify for financial aid, students must be fully admitted and must enroll in a minimum of six hours per semester.

Attendance

Students are expected to attend all face-to-face meetings and to participate each week in the hybrid and/or online 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 when appropriate.

Transfer Credit

A maximum of six (6) semester hours of graduate level credit may be transferred, where applicable to the Master of Science in Human Services degree. Transfer courses must have been completed within the last five years prior to enrolling at Mercer, with a grade of “B” or higher from a regionally accredited university.

General Requirements for the Degree

The Master of Science in Human Services is a 36-credit hour program consisting of a 27 credit hour core curriculum and 9 credit hours in Gerontology Services or Child and Youth Services.

Student Learning Outcomes

1. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through a review of:
   a. the historical roots of human services;
   b. the creation of the human services profession;
   c. historical and current legislation affecting services delivery;
   d. how public and private attitudes influence legislation and the interpretation of policies related to human services;
   e. the differences between systems of governance and economics;
   f. a spectrum of political ideologies; and
   g. skills to analyze and interpret historical data for application in advocacy and social change.

2. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through study of:
a. theories of human development;
b. small group use in human services settings, including an understanding of theories of group dynamics and group facilitation skills;
c. the changing family structure and roles;
d. organizational structures and communities;
e. the capacities, limitations, and resiliency of human systems; and
f. the context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status) in determining and meeting human needs; and
g. the processes to effect social change through advocacy work at all levels of society, including community development, community and grassroots organizing, and local and global activism.

3. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through study of:
   a. the range and characteristics of human services delivery systems and organizations;
   b. the range of populations served and needs address by human services;
   c. the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning;
   d. economic and social class systems including systemic causes of poverty;
   e. political and ideological aspects of human services;
   f. international and global influences on services delivery; and
   g. skills to effect and influence social policy.

4. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through the development of:
   a. knowledge and skills to obtain information through observation and research;
   b. respect for client confidentiality and appropriate use of professionally relevant client data;
   c. knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others;
   d. knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations;
   e. information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources; and
5. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   a. program planning and design;
   b. program implementation;
   c. program evaluation; and
   d. development of knowledge, theory, and skills to perform a community-needs assessment.

6. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through demonstration of an understanding of:
   a. organization management;
   b. operational and strategic planning, including assessment practices; and
   c. developing budgets; and
   d. grantmaking.

7. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through an understanding of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education and respect for:
   a. client self-determination;
   b. confidentiality of information;
   c. the worth and uniqueness of the individual, including ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status; and
   d. appropriate professional boundaries.

8. Students will demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   a. conscious use of professional self;
   b. reflection on professional self (e.g. journaling, development of a portfolio, or project demonstrating competency);
   c. clarification of values;
   d. awareness of diversity; and
   e. strategies for self-care.

9. Students will complete an approved, individual study of a selected research problem in human services to include:
   a. a problem statement;
   b. literature review; and
c. critical analysis of core or specific topics in the field of human services.

Child and Adolescent Services Concentration

In the Child and Adolescent Services concentration, students prepare to work in leadership roles in the field of child and adolescent services, as it relates to human services agencies.

Student Learning Outcomes

1. Students will demonstrate an advanced understanding of major theoretical perspectives of human development and will apply appropriate theories to assess current research and case studies.
2. Students will articulate the concepts, principles, and processes related to service delivery for children and adolescents and be able to evaluate needs.
3. Students will design and complete original research in the area of human services delivery.

Gerontology Services Concentration

In the Gerontology Services concentration, students prepare to work in leadership roles in the field of gerontology as it relates to human services agencies.

Student Learning Outcomes

1. Students will apply the theories and models of aging to service delivery for older adults.
2. Students will demonstrate an understanding of the concepts, principles, and processes related to service delivery for older adults.
3. Students will design and complete original research in the area of Human Services delivery.

Degree Requirements (36 credit hours)

A. Core Requirements (27 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HSRV601</td>
<td>Ethics for Human Services Professionals</td>
<td>3 hours</td>
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<tr>
<td>HSRV602</td>
<td>Families in Culture</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV603</td>
<td>Human Services Systems, Policies, and Procedures</td>
<td>3 hours</td>
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<tr>
<td>HSRV604</td>
<td>Grantmaking</td>
<td>3 hours</td>
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<tr>
<td>HSRV605</td>
<td>Human Behavior and Leadership</td>
<td>3 hours</td>
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<tr>
<td>HSRV606</td>
<td>Marketing, Resource Development, and Social</td>
<td>3 hours</td>
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<td></td>
<td>Entrepreneurship</td>
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<tr>
<td>HSRV607</td>
<td>Program Planning and Evaluation</td>
<td>3 hours</td>
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<tr>
<td>HSRV608</td>
<td>Qualitative and Quantitative Research Methods</td>
<td>3 hours</td>
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<tr>
<td>HSRV798</td>
<td>Human Services Research Project</td>
<td>3 hours</td>
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B. Area of Concentration (9 credit hours)

Gerontology Services

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HSRV 611</td>
<td>Adult Development</td>
<td>3 hours</td>
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<tr>
<td>HSRV 612</td>
<td>Nutrition and Health Services for Older Adults</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 613</td>
<td>Leisure and Recreational Services for Older Adults</td>
<td>3 hours</td>
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</tbody>
</table>
C. Area of Concentration (9 credit hours)

Child and Adolescent Services
- HSRV 621 Child and Adolescent Development
- HSRV 622 Nutrition and Health Services for Children and Adolescents
- HSRV 623 Leisure and Recreational Services for Children and Adolescents

DEPARTMENT OF LEADERSHIP STUDIES

Lynn W. Clemons, Chair/Associate Professor
Thomas E. Kail, Laurie Lankin, 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

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 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 offered on the Atlanta Campus. The undergraduate major in public safety leadership is also offered in Newnan as well as online. A Master of Science degree program in public safety leadership is offered online, and a Master of Science in Organizational Leadership on the Atlanta and Macon campuses, and in Henry County.

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 and 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 encourage the capacity for critical thinking related to analytic and critical written expression and to effective verbal communication.
- To encourage professionalism and opportunities for undergraduate participation in leadership, which allows for their 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, problems related to leadership effectiveness in specific professions.
- To develop ethical reasoning related to leadership.

Master of Science in Organizational Leadership

Lynn W. Clemons, Program Coordinator, Associate Professor
Thomas E. Kail, Professor
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 (excluding the analytical section). Test scores must be no more than five years old. For new GRE conversion: 151 Verbal and 143 Quantitative.
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 only courses that they earned a grade below B. 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 one course per session 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 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 used 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.

**Master of Science in Public Safety Leadership**

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 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, the minimum test score, or if the applicant has not yet 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 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 GPA of at least 3.0 (B) will be required to continue in the program.

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 semester until the average has been raised to 3.0. If the semester average falls below 2.0 in the Public Safety Leadership program, the faculty and the department chair 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 Dean or Director of Academic Affairs for Graduate Studies 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)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSLD 601</td>
<td>Multidisciplinary View of Theories and Models of Leadership</td>
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<tr>
<td>PSLD 603</td>
<td>Research Analysis</td>
</tr>
<tr>
<td>PSLD 604</td>
<td>Organizational Communication, Conflict Resolution, and Negotiations</td>
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PSLD 605 Leadership and Ethics in Public Safety
PSLD 606 Seminar on Terrorism
PSLD 799 Master Research Report plus a Comprehensive Examination
STAT 600 Application of Statistic Design

**Elective Courses (9 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRJS 625</td>
<td>Special Topics in Public Safety</td>
</tr>
<tr>
<td>CRJS 630</td>
<td>Forensic Psychology</td>
</tr>
<tr>
<td>CRJS 631</td>
<td>History of Corrections and Jails</td>
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<tr>
<td>CRJS 632</td>
<td>Deviant Behavior: Crime, Conflict, and interest Groups</td>
</tr>
<tr>
<td>CRJS 634</td>
<td>Nature of Crime and Justice in the 21st Century</td>
</tr>
<tr>
<td>PSLD 602</td>
<td>Comparative Studies in Public Safety</td>
</tr>
<tr>
<td>PSLD 625</td>
<td>Special Topics in Public Safety</td>
</tr>
<tr>
<td>PSLD 632</td>
<td>Internship</td>
</tr>
<tr>
<td>PSLD 701</td>
<td>Preparation, Execution, and Coordination of Disaster Response</td>
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**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 (PSLD 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

CRIMINAL JUSTICE (CRJS)

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)

HUMAN SERVICES (HSRV)

HSRV 601. Ethics for Human Services Professionals (3 hours)
Students will develop competence in ethical decision-making based on the Ethical Standards for Human Service Professionals (National Organization for Human Services Council for Standards in Human Services). Students will apply ethical guidelines for dealing professionally with clients who may be individuals, families, groups, or communities. (Every year)

HSRV 602. Families in Culture (3 hours)
Students will examine the role of the family from a multidisciplinary perspective, including a study of cultural differences and their impact on the psychosocial growth of individuals. Students will also analyze family structures in different historical periods to explore how family interaction patterns influenced individual development and adult social roles. As part of this analysis, students will focus on interaction among age groups in the family and how such interaction may differ from culture to culture. (Every year)

HSRV 603. Human Services Systems, Policies, and Procedures (3 hours)
Students will review the full spectrum of the human services system, including key issues in the formation of social policy. Students will analyze policy formation at the state, local,
and agency levels in terms of social, political, economic, and cultural influences. In addition, students will develop an understanding of public sector leadership roles in human service system areas. (Every year)

**HSRV 604. Grantmaking (3 hours)**

Students will review the principles and techniques of the grant seeking and grantmaking processes. These include finding different types of foundations and grant awards, understanding research options, and developing the components of a proposal. Students will complete project timelines, a budget and budget narrative for their grant proposal, and will also develop effective evaluation methods. (Every year)

**HSRV 605. Human Behavior and Leadership (3 hours)**

Students will explore the three complementary perspectives of modern psychology (biological, psychological, and sociocultural), then apply those perspectives to human behavior in leadership situations. Using principles of learning, cognition, motivation, and social psychology students will learn how to analyze group interaction in terms of different leadership styles. (Every year)

**HSRV 606. Marketing, Resource Development, and Social Entrepreneurship (3 hours)**

Students will apply the social entrepreneurship model to program marketing and resource development, including issues of stakeholder engagement, funding, creating a brand, and utilizing social networking and social media. To effectively employ the social entrepreneurship model, students will first review the history of social entrepreneurship, along with comparisons of social entrepreneurship to business entrepreneurship and social entrepreneurship to activism. As part of the course, students will complete a resource analysis and development plan. (Every year)

**HSRV 607. Program Planning and Evaluation (3 hours)**

Students will develop expertise in the major types of program evaluation: goals-based, process-based, and outcomes-based. They will apply the principles and techniques of program planning and evaluation (from a systems point of view) to create a detailed program evaluation. Students will focus on program inputs, processes, outputs, and outcomes (impact on clients) with a description of ongoing feedback among the parts of the system. (Every year)

**HSRV 608. Qualitative and Quantitative Research Methods (3 hours)**

Students will use statistical methods to develop an understanding of statistical inference and to become competent producers of basic statistical research. In addition, students will develop an understanding of statistical methods to become sophisticated consumers of human services research. (Every year)

**HSRV 611. Adult Development (3 hours)**

Students will apply the major theoretical perspectives of human adult development to an analysis of the physical, psychological, social, intellectual, and emotional maturation of individuals from early adulthood through death. Students will also develop a multidisciplinary perspective on the experience of aging in the 21st century global society. (Every year)

**HSRV 612. Nutrition and Health for Older Adults (3 hours)**

Prerequisite: HSRV 611.

Students will apply nutrition principles to human services delivery in terms of providing a nutritious diet for older adults. Students will explore nutrition and aging, taste preference changes throughout the adult lifespan, eating pattern changes, and prevention strategies.
for overweight and obesity in older adults. As part of this course, students will develop a nutritional plan for an older adult population. (Every year)

**HSRV 613. Leisure and Recreational Services for Older Adults**

Prerequisite: HSRV 611.

Students will apply the concepts and methods of recreational services to the needs of older adults, including physical, psychological, social, intellectual, and emotional needs. Students will discriminate between play, recreation, and leisure in their analysis of programs, services, and resources. In addition, they will be able to design human service resources for individuals with varying abilities. As part of this course, students will develop a leisure and recreational plan for an older adult population. (Every year)

**HSRV 621. Child and Adolescent Development**

This course is a study of the growth and development of individuals from conception through adolescence emphasizing physical, psychological, social, intellectual, and emotional maturation. The course emphasizes a multidisciplinary perspective on the experience of child and adolescent development in the 21st century. (Every year)

**HSRV 622. Nutrition and Health Services for Children and Adolescents**

This course reviews the nutrition principles required to provide a nutritious diet for infants, young children, and adolescents. The course explores infant to preschool nutrition, including how taste preferences and eating patterns are established and how parents and caregivers can encourage children to make healthy food choices. Prevention strategies for overweight and obesity in children and adolescents will also be discussed. (Every year)

**HSRV 623. Leisure and Recreational Services for Children and Adolescents**

This course is a study of the concepts, methods, and settings involving inclusive recreational services as applied to children and adolescents. Physical, psychological, social, intellectual, and emotional maturation will be considered. The course emphasizes a multidisciplinary perspective on the leisure and recreational needs of children and adolescents in the 21st century. (Every year)

**HSRV 798. Human Services Research Project**

Prerequisites: Completion of courses in the required core and concentration.

Students will complete an approved, individual study of a selected research problem in human services. Students may not register for the Human Services Research Project unless all other required courses have been completed successfully. Students will develop a project consisting of a problem statement, literature review, and critical analysis on core or specific topics in the field of human services. Students may register each semester for the Human Services Research Project until the project is successfully completed. (Every Fall and Spring semester)

**LEADERSHIP (LEAD)**

**LEAD 600. Theories of Organizational Leadership**

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 Fall and Spring 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 semester)

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 semester)

LEAD 603. Research Strategies for Leaders I (3 hours)
Prerequisites: LEAD 602; STAT 600; 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 semester)

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 semester)

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. (As needed)

LEAD 705. Research Strategies for Leaders III (3 hours)
Prerequisites: 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 semester)
LEADERSHIP FOR THE HEALTH CARE PROFESSIONAL (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 semester)

HCAL 601. Health Care Leadership  
(3 hours)  
Prerequisites: 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 semester)

HCAL 700. Health Care Policy and Law  
(3 hours)  
Prerequisites: 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 semester)

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 semester)

LEADERSHIP FOR THE NONPROFIT ORGANIZATION (NONP)

NONP 600. Introduction to the Nonprofit Sector  
(3 hours)  
Prerequisites: 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 semester)

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 semester)
NONP 700. Budgeting for the Nonprofit Sector  (3 hours)
Prerequisites: 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 semester)

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 semester)

LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT AND CHANGE (ORGD)

ORGD 600. Organizational Development and Change: A Leadership Perspective  (3 hours)
Prerequisites: 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 semester)

ORGD 601. Organizational Consulting and Leadership Coaching  (3 hours)
Prerequisites: 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 semester)

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 semester)

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 semester)

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)

**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. (Every year)

**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**
(3 hours)
Leadership 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. 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)

STATISTICAL DESIGN (STAT)

STAT 600. Applications of Statistical Design (3 hours)
Prerequisites: 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 year)
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288 / MERCER UNIVERSITY
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THE REGISTER / 289
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Index

ABX Grading Option .................. 73
Academic Divisions .................. 20
Academic Honesty .................. 70
Academic Integrity .................. 70
Academic Progress Standards ...... 56
Academic Warning, Probation, and Suspension .......... 78
Accounting (ACC) .................. 94
Accreditation ........................ 22
Admission ........................... 29
Advanced Placement (AP) Credit ... 76
Advising, Academic ................ 74
Art/Art History (ARTH) ........... 167
Attendance .......................... 77, 101, 133
Auditing Regulations ............... 77
Auditors ............................. 34
Bachelor of Business Administration 86
Biology (BIOL) ..................... 167
Books, Cost of ........................ 36
Bridge Courses ..................... 33, 166
Business (BUS) ..................... 94
Business Administration Minor ... 93
Calendar ............................ 5
Career Services ..................... 40
Certificate Programs ............... 100
Classification, Student ............ 71
CLEP .................................. 76
Commencement ...................... 81
Communication (COMM) ........... 156, 168
Conduct, Student ................... 37, 85
Counseling and Human Sciences ... 140
Counseling Services ................. 39
Course Load ........................ 75, 133
Course Numbers .................... 71
Course Withdrawal .................. 75
Courses of Instruction
   Stetson School of Business and Economics ....................... 94
   Penfield College .................. 167, 278
   Tift College of Education .... 117, 242
Credit by Examination .............. 76, 88, 132
Credit, Units of ..................... 71
Criminal Justice (CRJS) ........... 172, 278
Curriculum and Instruction (EDCI) .. 242
Deans' Lists ........................ 79
Declaration of Major (Tift) .......... 101
Degree Programs, List of .......... 69, 211
Degree Requirements .............. 80

Departmental Honors ............... 79
Digital Forensics (DGTF) .......... 175
Directions to Centers .............. 306
Directory ........................... 4
Doctor of Philosophy in Curriculum and Instruction .......... 233
Early Care and Education
   (EDEC) ......................... 108, 117
Early Childhood/Special Education ........................................ 111
Economics (ECN) ................... 95
Education (EDUC) ................. 121, 251
Educational Leadership
   (EDEL) ......................... 236, 246
E-mail, Mercer ..................... 36
Endowed Scholarships .............. 62
English (ENGL) (EDEN) .......... 175, 25
English Language Institute (ELI) ... 24
Environmental Science (ENVS) ... 176
Eugene W. Stetson School of Business and Economics ... 20, 85
Examinations, Final ................. 76
Federal Disclosure Requirements .. 2
Fees ................................ 43
FERPA (Student Records) .......... 81
Final Exams ........................ 76
Finance (FIN) ....................... 95
Financial Aid ........................ 54
Financial Information .............. 43
Foundations for Liberal Studies (FDLS) .................. 139, 176
French (FREN) ...................... 195
General Education .................. 67
Geography (GEOG) ................ 177
German (GERM) .................... 195
Grade Appeals ...................... 74
Grade Reports ...................... 74
Grading System .................... 72
Graduate Studies ................... 211
Graduation, Application for ........ 80
Graduation Honors ................ 79
Grants ................................ 59
Grants and Contracts Office ........ 24
Health Insurance, Student ........ 35, 46
History (HIST) ...................... 177
History of Mercer .................. 8
Honor System ....................... 70
Honor Societies .................... 38
Honors, Departmental .............. 79
Honors, Graduation ................. 79
Human Resources Administration and Development (HRAD) ... 147, 179
Human Services (HSRV) 141, 181, 278
Identification Cards ..........................36
Immunization Policy ..........................35
In Progress Grade (IP) .........................73
Incomplete Grade (IC) .........................73
Informatics (INFM) ..........................163, 184
Information Systems (INSY) ..................187
Insurance, Student Health .................35, 46
Internal Transfer Students ................31
International Programs ......................24
International Students ......................32, 86
Internships, Academic ........................90
Leadership (LEAD) ..........................280
Leadership & Organizational Development & Change
(ORGD) ..........................273, 283
Leadership for the Health Care Professional (HCAL) ..........272, 282
Leadership for the NonProfit Organization (NONP) ..................273, 282
Leadership Studies .........................146, 268, 280
Leave of Absence ..............................54
Liberal Studies (LBST) ......................155, 188
Library Services ..............................40
Literature (LITR) ............................191
Loans, Student ..............................62
Management (MGT) ..........................96
Map, Macon Campus .........................307
Marketing (MKT) ............................97
Master of Education, Early Childhood Education ..................227
Master of Science Human Services ..........................262
Master of Science Organizational Leadership ..........................269
Master of Science Public Safety Leadership ..........................274
Mathematics (MATH) (EDMT) 193, 250
Mathematics, Science, and Informatics Department ..................162
Mercer Health Sciences Center ................21
Middle Level Education ......................115
Mission, Regional Academic Centers ..........................27
Mission, University ..........................7
Music (MUSC) ..............................196
Natural Science (EDSC) .......................251
Non-Degree Students .......................34, 100
Nutrition (NUTR) .........................196
Organizational Leadership
(ORGL) ..........................149, 196
Parking Fee ..............................36
Penfield College .........................21, 129, 287
Personal Portfolio of Study (PPS) ..........93
Philosophy (PHIL) .........................198
Physical Science (PHYS) .....................198
Political Science (POLS) .....................199
President’s List ..............................79
Probation, Academic ........................78
Profile, University ..........................20
Psychology (PSYC) .........................141, 201
Public Safety (PSFT) .........................199
Public Safety Leadership
(PSLD) ..........................151, 274, 283
Readmitted Students .........................31
Records, Student ............................81
Refund Policy ...............................46
Register ..............................287
Registration ...............................74
Religious Studies (RELG) ...................204
Repeating Courses ...........................73
Resignation from Mercer ....................75
Satisfactory Academic Progress Standards ..................56
Satisfactory-Unsatisfactory Grading Option ..................72
Schedule Changes (Drop/Add) ..............75
Scholarships ...............................62
Science (SCIE) .............................206
Second Degree ..............................80
Social Thought (SCLT) ......................207
Sociology (SOCI) ............................207
Spanish (SPAN) ............................195
Specialist in Education Early Childhood Education ..................230
Specialist in Educational Leadership ..........................239
Statistical Design (STAT) ....................285
Stetson, Eugene W., School of Business and Economics ........20, 85
Student Advisory Board .....................37
Student Conduct ............................37
Student Health Insurance ..................35, 46
Student Records (FERPA) ...................81
Study Abroad Program ......................25
Suspension, Academic ........................78
Teacher Certification .........................100
Teacher Education ..........................103
Teacher Education Field Experience ..................106
Teacher Education Minor ...................117
Term Withdrawal ............................75
Tift College of Education ..................21, 99, 217
TOEFL ...............................32

302 / MERCER UNIVERSITY
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts</td>
<td>81</td>
</tr>
<tr>
<td>Transfer Students/Credit</td>
<td>30, 87, 213</td>
</tr>
<tr>
<td>Transient Status, Mercer Students</td>
<td>77</td>
</tr>
<tr>
<td>Transient Students</td>
<td>34, 77</td>
</tr>
<tr>
<td>Tuition</td>
<td>43</td>
</tr>
<tr>
<td>Unclassified Students</td>
<td>34</td>
</tr>
<tr>
<td>Undergraduate Degree Requirements</td>
<td>80</td>
</tr>
<tr>
<td>Units of Credit</td>
<td>71</td>
</tr>
<tr>
<td>University (UNIV)</td>
<td>209</td>
</tr>
<tr>
<td>Veteran's Benefits</td>
<td>45</td>
</tr>
<tr>
<td>Warning, Academic</td>
<td>78</td>
</tr>
<tr>
<td>Withdrawal, Course or Term</td>
<td>75</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>162, 210</td>
</tr>
<tr>
<td>Work-Study Program</td>
<td>66</td>
</tr>
</tbody>
</table>
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975 Blairs Bridge Road
Lithia Springs, GA 30122
(678) 547-6200

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(US 23 to 2nd Avenue / Adjacent to the Ocmulgee Regional Library Annex)

HENRY COUNTY CENTER
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McDonough, GA 30253
(678) 547-6100

(I-75, exit #218 or #216 / Near the Henry County Government Complex)

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1501 Mercer University Drive
Macon, GA 31207
(478) 301-2980

(On Coleman Avenue at College Street / Near Tatnall Square Park)
(See campus map on next page for building locations)

NEWNAN
160 Martin Luther King, Jr. Drive
Newnan, GA 30263
(770) 683-6115

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3001 Mercer University Drive
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