

MERCER UNIVERSITY

2020 – 2021 CATALOG



REGIONAL ACADEMIC CENTERS

MACON, ATLANTA, DOUGLAS COUNTY, HENRY COUNTY

SCHOOL OF BUSINESS | COLLEGE OF EDUCATION | COLLEGE OF PROFESSIONAL ADVANCEMENT

MERCER UNIVERSITY

Catalog 2020-2021



Stetson-Hatcher School of Business

Tift College of Education

College of Professional Advancement

Atlanta
Macon
Douglas County
Henry County
Online

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 person's 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, disability, veteran status, sex, sexual orientation, genetic information, gender identity, age, or religion, as a matter of University policy and as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). Inquiries concerning this policy may be referred to Mercer's Equal Opportunity/Affirmative Action Officer, Human Resources, 1501 Mercer University Drive, Macon, Georgia 31207, telephone (478) 301-2786.

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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	College of Education, 1-800-548-7115	
	School of Business,	1-800-548-7115, ext. 6177
	College of Professional Advancement,	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.....	College of Education, 1-800-548-7115	
	School of Business,	1-800-548-7115, ext. 6177
	College of Professional Advancement, 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
Macon Campus	(478) 301-2980
Atlanta Campus	(678) 547-6251

Regional Academic Centers

2020-2021 Academic Calendar

	Fall Semester 2020
	Session I (8 weeks)
First Day of Classes	Aug 17
Last Day of Drop/Add Period	Aug 24
(Labor Day) All Classes will be held to the Monday Schedule	Sep 7
Last Day for Course Withdrawal	Sep 25
Last Day of Classes	Oct 8
Grades Due from Faculty	Oct 13, noon
	Session II (8 weeks)
First Day of Classes	Oct 12
Last Day of Drop/Add Period	Oct 19
Last Day for Course Withdrawal	Nov 20
Thanksgiving Break	Nov 23-27
Classes Resume Online Only	Nov 30-Dec 10
Last Day of Classes	Dec 10
Grades Due from Faculty	Dec 14, noon
	Session III (16 weeks)
First Day of Classes	Aug 17
Last Day of Drop/Add Period	Aug 24
(Labor Day) All Classes will be held to the Monday Schedule	Sep 7
Last Day for Course Withdrawal	Oct 23
Thanksgiving Break	Nov 23-27
Classes Resume Online Only	Nov 30-Dec 10
Last Day of Classes	Dec 10
Grades Due from Faculty	Dec 14, noon
	Spring Semester 2021
	Session I (8 weeks)
First Day of Classes	Jan 7
Last Day of Drop/Add Period	Jan 15
Martin Luther King, Jr. Holiday	Jan 18
Last Day for Course Withdrawal	Feb 15
Last Day of Classes	Mar 4
Grades Due from Faculty	Mar 9, noon
	Session II (8 weeks)
First Day of Classes	Mar 12
Last Day of Drop/Add Period	Mar 19
Easter Holiday	Apr 2-4
Last Day for Course Withdrawal	Apr 14
Schedule Change-Follow Monday Class*	April 29
Last Day of Classes	May 8
Grades Due from Faculty	May 10, noon

Session III (16 weeks)

First Day of Classes	Jan 7
Last Day of Drop/Add Period	Jan 15
Martin Luther King, Jr. Holiday	Jan 18
Last Day for Course Withdrawal	Mar 24
Easter Holiday	Apr 2-4
Schedule Change-Follow Monday Class*	Apr 29
Last Day of Classes	May 8
Grades Due from Faculty	May 10, noon
Commencement – Atlanta	May 16
Commencement – Macon	May 17

*Monday class schedule will meet on Thursday, April 29, 2021.

Summer Semester 2021**Session I (8 weeks)**

First Day of Classes	May 24
Memorial Day Holiday	May 31
Last Day of Drop/Add Period	June 1
Last Day for Course Withdrawal	June 25
Independence Day Holiday	July 4
Last Day of Classes	July 19
Grades Due from Faculty	July 21, noon

Session II (4 weeks)

First Day of Classes	July 20
Last Day of Drop/Add Period	July 26
Last Day for Course Withdrawal	Aug 4
Last Day of Classes	Aug 16
Grades Due from Faculty	Aug 18, noon

Session III (12 weeks)

First Day of Classes	May 24
Memorial Day Holiday	May 31
Last Day of Drop/Add Period	June 1
Independence Day Holiday	July 4
Last Day for Course Withdrawal	July 16
Last Day of Classes	Aug 16
Grades Due from Faculty	Aug 18, noon

*Payments received after designated dates will be assessed a \$50 late processing fee.

The University

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 — while no longer formally denominationally affiliated — remains committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom.

With more than 8,750 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 two Regional Academic Centers, Mercer is ranked among the top tier of national research universities by *U.S. News & World Report*. Our more than 82,000 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.

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.

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.

Mercer 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 male 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. 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 more than 8,750 students; 12 schools and colleges – liberal arts, law, pharmacy, medicine, health professions, business, engineering, education, theology, music, nursing and professional advancement; campuses in Macon, Atlanta, Savannah and Columbus; two regional academic centers in the state; a university press; five teaching hospitals; an educational partnership with Warner Robins Air Logistics Complex; 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. In 2018 the University was reclassified as a doctoral university with high research activity (R2) and is ranked in the top tier of national universities by *U.S. News & World Report* and is a member of the Georgia Research Alliance. Mercer has also earned a Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching and is one of only 286 institutions in the country to shelter a chapter of The Phi Beta Kappa Society.

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.
- Female Seminary is approved by the Mercer Board of Trustees.

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.

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 Tattnell 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.

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.

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.

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 student 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.

1976

- Mercer acquires the Insurance Company of North America Building on Coleman Hill in Macon as the home of the School of Law under a gift-purchase agreement for \$1 million. The property is valued at more than \$4 million.

1978

- The former Tattnell 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.

1979

- Mercer dedicates the Law School building with U.S. Attorney General and Mercer alumnus Griffin B. Bell on the program and Chief Justice Warren Burger as guest speaker.

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 in Atlanta.
- 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 School of Business is established in Macon.
- The School of Engineering is established in Macon.

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.
- 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 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 School of Pharmacy on the Cecil B. Day Campus in Atlanta.

1992

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

1994

- 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.
- On Oct. 1, Mercer enters into a long-term lease 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 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 Regional Academic 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 School of Business and the School of Education.

1998

- On Dec. 4, the University breaks ground on a 28,300-square-foot building for the Department of Music of the College of Liberal Arts and Sciences.

1999

- The 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 in the 21st Century

2000

- During a ceremony on April 20, Mercer dedicates the Jack Tarver Memorial Library.
- In August, Mercer opens its new police station and seven new apartment buildings on the Macon campus and two new apartment buildings on the Cecil B. Day Campus in Atlanta.
- In September, Mercer dedicates the new 18-building Greek Village.
- Mercer and 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 new College of Nursing building on the Atlanta campus is dedicated during the College's centennial celebration.

2003

- 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 College of Continuing and Professional Studies, is established from the former Division of Extended Education.
- 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

- 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 and Sciences in Macon and the 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 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 and Sciences 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 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.

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 with 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 Force Base Logistics Center.

2008

- 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.

2009

- 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 is located on Montpelier Avenue and designed to create a vibrant streetscape, enhancing the recent retail development in Mercer Village.

2010

- The University's Board of Trustees on Nov. 19 unanimously approves a plan to resume competition in football in the fall of 2013, after a 72-year absence.

2011

- Mercer's first outdoor commencement on the Cecil B. Day Campus in Atlanta is held May 14. More than 6,000 guests witness the largest 2012 ceremony, held on the upper fields of the campus.
- With \$4.6 million in funding from the John S. and James L. Knight Foundation, Mercer announces establishment of the Center for Collaborative Journalism, a partnership between the University's Journalism and Media Studies Department, *The (Macon) Telegraph* and Georgia Public Broadcasting. A few months later the Peyton Anderson Foundation provides a \$1 million grant to name the Center's newsroom for the late *Telegraph* publisher and foundation founder Peyton Anderson.

2012

- Mercer joins 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.

- The Eula Mae and John Baugh Center for Baptist Leadership is established and endowed with a \$2.5 million grant from the Eula Mae and John Baugh Foundation.
- The University announces in February plans to partner with The Medical Center and St. Francis Hospital to establish a Columbus campus for third- and fourth-year students in the 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.
- A \$1 million gift from Macon cardiologist Dr. Chuck Hawkins and his wife, Kathy, to benefit the Mercer basketball program is recognized later that month as the arena housed within the University Center is renamed “Hawkins Arena.”
- The Board of Trustees authorizes establishment of the Mercer 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.
- Phase II of the Lofts at Mercer Village opens. The first floor houses the Center for Collaborative Journalism, and student apartments occupy the top three floors.
- The University dedicates 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, gives 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 provide the lead gift for the project. An official groundbreaking is held Dec. 11, 2012.
- Former President Jimmy Carter joins the Mercer University Board of Trustees. Carter is believed to be the first former U.S. president in modern times to serve on a university governing board.

2013

- A \$425,000 grant from ArtPlace America was announced to support Mercer's effort to revitalize the former Tattnell Square Presbyterian Church into the Tattnell Square Center for the Arts. The Center serves as a community theater and arts venue, as well as home to the University's Theatre Department.
- The University announces the acceptance of an invitation to join the Southern Conference, affiliating Mercer Athletics with the nation's fifth-oldest NCAA Division I athletic association.
- More than 12,000 fans overflow the Mercer Football Stadium on Aug. 31 to watch the Bears field their first football team in more than 70 years. Mercer proceeds 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.
- The Lofts at Tattnell Square, the third new loft-style student apartment building to be constructed under the College Hill Corridor master plan, opens to accommodate the University's growing undergraduate enrollment.
- Former U.S. Congressman, Ambassador to the United Nations and Atlanta Mayor Andrew Young kicks off Mercer's yearlong commemoration of the 50th anniversary of the institution's integration during a convocation in Willingham Auditorium.

2014

- The men's basketball team turns the attention of the entire country – and beyond – to the University when the 14th-seeded Bears beat the third-seeded Duke Blue Devils 78-71 in the second round of the NCAA Tournament.
- 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.
- On the strength of its growing research profile, Mercer is 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 breaks ground on an \$18 million expansion of School of Medicine (MUSM) facilities on its Savannah campus at Memorial University Medical Center. This endeavor includes 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.
- President William D. Underwood uses 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."

2015

- Mercer's two-year-old, 10,000-seat stadium, home of Mercer Bears football and lacrosse, is 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.
- A large multi-million-dollar commitment from a Macon resident and devoted friend of the University establishes the Jo Phelps Fabian Center for Musical Excellence in 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.
- Mercer Theatre's first performance in the newly completed Tattnall Square Center for the Arts features William Shakespeare's "The Tempest."
- Mercer student and reigning Miss Georgia Betty Cantrell is crowned Miss America in Atlantic City, N.J.
- The nation's most prestigious academic honor society – Phi Beta Kappa – approves the granting of a chapter to Mercer during the organization's 44th Triennial Council in Denver. Mercer becomes just the third Georgia research university – joining Emory and the University of Georgia – to shelter a chapter.

2016

- The Lofts at Mercer Landing student housing opens on Mercer University Drive in Macon, across from the main entrance to Mercer and linked to campus by a new pedestrian bridge. The building features one-, two-, three- and four-bedroom, fully furnished apartments, as well as offices for Mercer's alumni, advancement, marketing communications and human resources departments.

2017

- The School of Medicine recognizes the first 25 students to receive inaugural Physicians for Rural Georgia Scholarships, which cover 85 to 100 percent of tuition

for up to four years in the Doctor of Medicine (M.D.) program. The University funded the scholarship program with the entirety of a one-time infusion of \$35 million from the state of Georgia as a result of a settlement agreement offer from the Centers for Medicare and Medicaid Services in February 2016. President William D. Underwood announced that current and future recipients of the scholarship will be called Nathan Deal Scholars in recognition of Georgia's 82nd governor, who is a graduate of both the University's College of Liberal Arts and Sciences and School of Law.

- Mercer is named a participating institution for the Churchill Scholarship, a prestigious and highly selective award for American students to engage in a year of master's-level study in science, mathematics and engineering at the University of Cambridge. Mercer joins Emory, Georgia Tech and the University of Georgia as the only institutions in the state to participate in the scholarship program, and is the only participating institution in the Southern Conference.

2018

- Classes begin Jan. 8 in the newly completed Spearman C. Godsey Science Center. The largest academic facility project in the University's history in terms of cost at \$44 million and size at 143,410 square feet is named in honor of Mercer Chancellor Dr. R. Kirby Godsey's father and in recognition of Dr. Godsey's multi-million-dollar naming gift. The Godsey Science Center includes 60 teaching and research labs, three medium classrooms, four small classrooms and 46 offices.
- Mercer Medicine Plains, a primary care practice and division of the faculty practice of Mercer University School of Medicine, opens on Main Street in Plains, Georgia. Former President Jimmy Carter, a Life Trustee at Mercer, and First Lady Rosalynn Carter were instrumental in the project and attended the grand opening ceremony for the practice in August.
- Mercer is classified as a Doctoral University with High Research Activity (R2) following an adjustment to the Carnegie Classification of Institutions of Higher Education. R2 is the second-highest level of doctoral research universities in the country.

2019

- The McEachern Art Center opens in downtown Macon as the new home of the University's art gallery and student studios.
- Mercer Law School's first-floor courtroom is named the Griffin B. Bell and Frank C. Jones Courtroom in honor of these Mercer alumni. Associate Justice of the Supreme Court of the United States Clarence Thomas delivers the keynote address for the dedication ceremony.
- The Board of Trustees renames Penfield College as the College of Professional Advancement.
- The School of Medicine announces it is expanding the School's two-year Columbus campus to a full four-year campus, and the Board of Trustees approves construction of a new \$32.4 million, 76,000-square-foot facility.
- The School of Medicine announces two additional rural health clinics. Mercer Medicine Peach County opens in Fort Valley and Mercer Medicine Clay County is expected to open in Fort Gaines in 2020.
- Mercer University and Robins Air Force Base announce a partnership that will bring an innovative software development center to downtown Macon. The center will be housed in the ground floor of The Lofts at Capricorn.
- The Board of Trustees approves name changes for the College of Liberal Arts and Sciences and the Stetson School of Business. The College of Liberal Arts and Sciences is renamed the College of Liberal Arts and Sciences to reflect the growing

significance of the sciences within the University. The Eugene. W. Stetson-Hatcher School of Business is renamed the Stetson-Hatcher School of Business to recognize longtime supporter and trustee Robert F. Hatcher.

- The Board of Trustees approves construction of a new 57,000-square-foot Pharmacy and Health Sciences Building on the Cecil B. Day Campus in Atlanta.
- Mercer Music at Capricorn celebrates the grand re-opening of the historic Capricorn complex in downtown Macon, which now includes recording studios, a music incubator, a museum, and offices and co-working space.

Mercer University Presidents

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

Billington McCarty Sanders	1833-1840
Otis Smith	1840-1844
John Leadly Dagg	1844-1854
Nathaniel Macon Crawford	1854-1856
Shelton Palmer Sanford, Acting President.....	1856-1858
Nathaniel Macon Crawford	1858-1866
Henry Holcomb Tucker	1866-1871
Archibald John Battle.....	1872-1889
Gustavus Alonzo Nunnally.....	1889-1893
John Edgerton Willet, Acting President.....	1893-1893
James Burton Gambrell	1893-1896
Pinckney Daniel Pollock.....	1896-1903
William Heard Kilpatrick, Acting President.....	1903-1905
Charles Lee Smith	1905-1906
Samuel Young Jameson	1906-1913
James Freeman Sellers, Acting President.....	1913-1914
William Lowndes Pickard.....	1914-1918
Rufus Washington Weaver	1918-1927
Andrew Phillip Montague, Acting President	1927-1928
Spright Dowell.....	1928-1953
George Boyce Connell.....	1953-1959
Spright Dowell, Interim President.....	1959-1960
Rufus Carrollton Harris	1960-1979
Raleigh Kirby Godsey	1979-2006
William D. Underwood	2006-present

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 — while no longer formally denominationally affiliated — remains committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom.

With more than 8,750 students enrolled in 12 schools and colleges, on major campuses in Macon and Atlanta; medical school sites in Macon, Savannah and Columbus; and at regional academic centers in Henry and Douglas counties, Mercer is ranked among the top tier of national research universities by *U.S. News & World Report*. Our more than 82,000 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 and Sciences (Macon)

The oldest and largest of the University's academic units, the College of Liberal Arts and Sciences is Mercer's academic cornerstone. The College offers baccalaureate programs in the humanities, fine arts, natural sciences and social sciences, along with a variety of interdisciplinary options. Offering a multitude of pre-professional programs in health, law and theology, the College also provides students a strong liberal arts foundation. The core curriculum blends practical skills, such as critical thinking, clear writing and effective communication, along with a deep engagement with the diversity and richness of the peoples, faiths, cultures, and natural processes in the world. The College's Great Books Program, which provides students the opportunity for focused study of classic writers and thinkers of the Western world, is recognized among the 21 Best Great Books Programs by Best College Reviews. The Integrative Program combines traditional disciplinary course requirements with three multidisciplinary integrative courses, which require students to wrestle with challenging questions from multiple perspectives and prepare them to make meaningful contributions in a complicated and deeply interconnected world. Students in the College take advantage of a variety of study-abroad opportunities, both through faculty-led programs and those organized through the Mercer On Mission program. In 2015, Mercer was awarded a chapter of Phi Beta Kappa, the nation's most prestigious academic honor society.

School of Law (Macon)

Founded in 1873, Mercer University's School of Law 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. The Law School is named after Walter F. George, a 1901 Mercer Law School graduate who became a justice of the Georgia State Supreme Court and later a U.S. Senator. Mercer Law School's educational philosophy is based on a commitment to preparing students for high-quality, general practice in a day-to-day learning environment that is both supportive and professional. Mercer Law School is a two-time recipient of the prestigious ABA Gambrell Professionalism Award for excellence and innovation in ethics and professionalism throughout the curriculum. With an enrollment of approximately 395 students, taught by an outstanding faculty, Mercer Law School is nationally recognized for its programs in legal writing, advocacy training, experiential education and ethics and professionalism.

School of Business (Macon, Atlanta and Centers)

Established in 1984, Mercer University's School of Business is named for Eugene W. Stetson, a 1901 Mercer graduate and business pioneer who leveraged the first major buyout in corporate history. Over the past 80 years, Mercer has granted more than 12,000 business degrees, and many of its graduates hold senior leadership positions in companies around the world. Mercer's business school delivers career-focused business education programs and develops entrepreneurial leaders and responsible global citizens.

School of Engineering (Macon)

Mercer's innovative and academically challenging engineering and 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 30th anniversary in 2015, and its undergraduate program is ranked 30th in the nation by *U.S. News & World Report*. Known for its breadth of instruction in its undergraduate program and its 4+1 integrated bachelor's and master's degree program, Mercer combines technical education with hands-on laboratory experience.

College of Education (Macon, Atlanta and Centers)

Mercer's Tift College of Education prepares more professional educators than any other private institution in Georgia. It offers baccalaureate and graduate degrees for teacher education, including initial certification and teacher advancement, and educational leadership. Tift College of Education offers programs approved by the Georgia Professional Standards Commission. Guided by the conceptual framework of the "Transforming Educator," the College supports those who aspire to grow professionally throughout their careers, while also seeking to transform the lives of students. Programs are offered on the Macon and Atlanta campuses, as well as Regional Academic Centers in Douglas County and Henry County. In addition, the College offers some online and hybrid graduate-level programs.

School of Theology (Atlanta)

Established in 1996, James and Carolyn 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 ministry in the church and beyond. McAfee shares Jesse Mercer's concern that churches have pastor-leaders who understand Scripture and can clearly articulate their Christian beliefs. The School offers master's and doctoral degrees, along with several ministry concentrations. The innovative, fully-integrated curriculum is taught by nationally recognized scholars who are committed Christians. Along with a network of partner churches, McAfee is affiliated with the Cooperative Baptist Fellowship.

College of Professional Advancement (Macon, Atlanta and Centers)

Mercer University's College of Professional Advancement is committed to serving adult learners and currently enrolls more than 1,100 students. Undergraduate, graduate and certificate programs are offered to adult students seeking professional advancement into leadership roles in and beyond their communities. Educational programs support the needs of statistical high-growth and high-demand employment sectors and provide students with a distinctive, multidisciplinary curriculum that integrates theory and practice. Areas of study include counseling and human services, healthcare leadership and administration, liberal arts, public safety and technology. Programs are offered on Mercer's campuses in Atlanta and Macon, at Regional Academic Centers in Douglas County and Henry County, and online.

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. Townsend offers a thorough and rigorous curriculum, providing a conservatory-quality music education within a university environment. Students benefit from small class sizes and individual instruction from faculty who regularly perform on campus and at major national and international venues. Specialized music programs include the Robert McDuffie Center for Strings and the Townsend-McAfee Institute for Graduate Church Music Studies.

Mercer University Library

The mission of the Mercer University Library is to serve as a learning-centered gateway of information resources through robust collections and innovative, technology-

rich patron services to support the educational, research and service endeavors of the University community. The Mercer Library offers a wide range of print, non-print and electronic resources, including large collections of electronic books and journals available to Mercerians from any location.

The library is actively engaged in the academic enterprise through teaching research and information skills in the classroom, providing effective one-on-one research assistance, consulting with faculty on designed research assignments and offering liaison support and activities to build strong ties between the library and the academic community.

Mercer Health Sciences Center

The Mercer Health Sciences Center, a multi-campus academic health center, encompasses the School of Medicine, College of Pharmacy, College of Nursing and College of Health Professions. The Health Sciences Center enrolls more than 2,000 students, employs 400 full-time faculty and staff and annually graduates more than 500 physicians, nurses and nurse educators, as well as family nurse practitioners, clinical nurse specialists, physician assistants, pharmacists, physical therapists, family therapists, public health professionals and biomedical scientists.

School of Medicine (Macon, Savannah and Columbus)

The School of Medicine was established in 1982 to educate physicians and health professionals to meet the primary care and healthcare needs of rural and medically underserved areas of Georgia. The Mercer School of Medicine Doctor of Medicine program utilizes a problem-based education that provides early patient care experiences. The School's academic environment fosters the development of clinical problem-solving and instills in each student an awareness of the place of the basic medical sciences in medical practice. The School of Medicine operates two four-year campuses. Following their second year, students participate in core clinical clerkships at the School's primary teaching hospitals: Navicent Health and Coliseum Medical Center in Macon, Memorial University Medical Center in Savannah and The Midtown Medical Center and St. Francis Hospital in Columbus. Students also experience clinical and population health clerkships in rural areas of Georgia.

College of Pharmacy (Atlanta)

The College of Pharmacy continues to build on its rich history, tradition of excellence and legacy of caring by offering quality degree programs that provide students with the necessary education and skills for their careers in pharmacy. Mercer is ranked among the top six private pharmacy schools in the United States by *U.S. News & World Report*. With an enrollment of more than 600 students and a distinguished faculty of scientists and clinicians, the College houses several centers focusing on research, teaching and learning. The College's motto, "A Tradition of Excellence, A Legacy of Caring," frames its philosophy of providing excellent academic programs in an environment where every student matters and every person counts.

College of Nursing (Atlanta)

Mercer's nationally recognized Georgia Baptist College of Nursing, the oldest nursing program in Georgia, is grounded in the heritage of educating students to provide superior nursing care. All undergraduate nursing students are members of the National Student Nurses Association, thus providing them excellent leadership and professional development opportunities. Mercer's distinguished nursing faculty is dedicated to the development of professional nurses committed to scholarship, leadership, practice, research and service within a culture of academic excellence.

College of Health Professions (Macon and Atlanta)

The College of Health Professions is composed of five disciplines: physical therapy, physician assistant studies, public health, clinical psychology and athletic training. In addition to its degree offerings, the College offers post-professional residencies and fellowships and operates an onsite physical therapy clinic. With an overall enrollment of more than 540 students, the College seeks to improve the health and quality of life of individuals and society through excellence in teaching, research and service.

Mercer Engineering Research Center

Mercer Engineering Research Center (MERC) is the nonprofit applied research operating unit of Mercer University. MERC's core competencies include electrical, mechanical and electromechanical systems design, development and testing; complex system modeling and simulation; information systems technology; structural analysis; reverse engineering and modernization; industrial systems design; materials testing; biomechanics and human factors; and cybersecurity.

MERC also offers internships for Mercer students. Interns work closely with MERC engineers and scientists in a broad range of areas supporting the execution of contracts. This opportunity allows students to obtain hands-on experience, adding depth to their education while gaining a better understanding of expertise provided to customers in solving real-world problems.

Mercer University Press

Mercer University Press has published more than 1,550 books since its establishment in 1979. The press publishes approximately 30 to 32 new books each year in the areas of religion, philosophy, Southern history, regional studies and creative writing and holds membership in the Association of University Presses.

University Athletics

Mercer University is the only NCAA Division I private institution in Georgia and competes in the historic Southern Conference. In the 2018-2019 academic year, 73 percent of Mercer student-athletes achieved a GPA of 3.0 or better. The GPA for all student-athletes for the year was 3.412. Mercer athletes led the SoCon with 309 named to the Academic Honor Roll, including 79 who earned a 4.0 GPA. Mercer's 18 intercollegiate teams include men's baseball, basketball, cross country, football, golf, lacrosse, soccer and tennis; and women's basketball, cross country, golf, lacrosse, soccer, softball, tennis, beach volleyball, track and volleyball. Other members of the Southern Conference include: the University of Tennessee at Chattanooga, East Tennessee State University, Furman University, the University of North Carolina at Greensboro, Samford University, The Citadel, Virginia Military Institute, Western Carolina University and Wofford College.

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 baccalaureate, master's, educational specialist, 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 Stetson-Hatcher School of Business 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 College of Professional Advancement of Mercer University, the Master of Science in Clinical Mental Health Counseling, the Master of Science in Clinical Rehabilitation Counseling, the Master of Science in School Counseling, and the Doctor of Philosophy in Counselor Education and Supervision are accredited by the Council for Accreditation of Counseling and Related Programs (CACREP), 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990; www.cacrep.org. The Master of Science in School Counseling is also approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com.

In the College of Liberal Arts and Sciences, 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 approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com.

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 six accredited programs. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for Physician Assistant, Inc. (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; (770) 476-1224; www.arc-pa.org. The Master of Public Health and the Bachelor of Science in Public Health programs are 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.captonline.org. The Doctor of Psychology program is accredited, on contingency, by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association; 750 1st Street NE, Washington, DC 20002; (202) 336-5979; email: apaaccred@apa.org; www.apa.org/ed/accreditation. The Master of Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd, Suite 100, Austin, TX 78731-3184; (512) 733-9700.

The Juris Doctor program in the School of Law is accredited by the Commission on Accreditation of 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 Master of 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 School of Music are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; (703) 437-0700; www.nasm.arts-accredit.org.

The Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; (202) 887-6791; ccneaccreditation.org. The 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 Theological Studies, the Master of Divinity, and the Doctor of Ministry programs in the School of Theology are accredited by the Commission on Accrediting of 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 University relationships with foreign universities, government agencies, external partners supporting study abroad, and works closely with academic programs in developing and supporting study abroad. The OIP's mission is to advance global educational opportunities that inspire purposeful learning and engage Mercerians in communities worldwide.

International Student and Scholar Services

The Office of International Programs is responsible for advising the Mercer community on federal immigration regulations that govern foreign nationals attending or working with Mercer on either F-1 or J-1 visas. In addition, the OIP works closely with academic and student support units across campus in relation to the recruitment, matriculation, and retention of international students in degree programs and visiting faculty and research scholars.

For more international student and scholar information, please consult the department's web site at <http://international.mercer.edu/>, or call (678) 547-6151 (Atlanta) or (478) 301-2573 (Macon).

English Language Institute

The English Language Institute (ELI) is designed to assist international students with developing English language skills at levels sufficient to succeed in an American academic setting. Students who successfully complete the ELI program will fulfill the English language requirement for acceptance into most undergraduate and some graduate programs.

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

The Office of International Programs facilitates foreign educational experiences in order to support students' liberal education and enhance the individual's pursuit of vocation. Mercer University students who study abroad 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. For information on the types of programs being offered this year, cost, and financial aid, please contact the Office of International Programs, send an e-mail inquiry to studyabroad@mercer.edu, or visit MercerAbroad.com.

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 College of Professional Advancement of Mercer University, the School of Business, and the 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 College of Professional Advancement of Mercer University, the School of Business, and the 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 provides undergraduate adult learners with degrees, certificates and workforce development programs through the College of Education, the College of Professional Advancement,, and the School of Business. Admissions personnel are available at the Regional Academic Centers in Henry County and Douglas County, as well as on Macon and Atlanta campuses for admission consulting and assistance with enrollment topics.

Prospective undergraduate students are invited to explore Mercer University's adult learner undergraduate academic offerings in a variety of ways:

- Visit Mercer University's adult undergraduate admissions website workingadults.mercer.edu.
- Call the Office of Admissions at (678) 547-6500 or toll-free (877) 840-8599 to chat with an admission professional Monday through Friday until 5:30 p.m.
- Email the Office of Admission: enroll@mercer.edu to request information or ask a question.
- Live chat with an Admissions professional by selecting our chat widget on workingadults.mercer.edu website, located on the bottom right-hand of the page.

Prospective graduate students are invited to explore Mercer University's graduate academic offerings available through the University's Regional Academic Centers in a variety of ways:

- Mercer University's website, mercer.edu.
- Email or call the individual Office of Graduate Admissions:
 - College of Professional Advancement of Mercer graduate programs:
penfield.admissions@mercer.edu or (678) 547-6417
 - School of Business:
business.admissions@mercer.edu or (678) 547-6300
 - College of Education:
mercereducation@mercer.edu or (678) 547-6084

Frequent information sessions are offered at each location and online. Upcoming dates for a session near you may be found online at mercer.edu or by calling or emailing us. Individual appointments in person, by telephone or videoconferencing are encouraged. Walk-in visitors are welcome.

Admission Priority Deadlines

Applications for admission and all supporting documents, such as official transcripts and test scores, are accepted for processing on a rolling admission basis, however, priority admission deadlines for each semester are July 1 for Fall, December 1 for Spring, and April 1 for Summer.

Undergraduate Admission Policies and Procedures

Mercer University offers adult undergraduate academic programs through the College of Education, the College of Professional Advancement, and the School of Business. It is the mission of the Office of Admissions to determine an applicant's admissibility for baccalaureate or non-degree study at Mercer University.

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

To be considered for the programs offered by the School of Business, the College of Education, and the College of Professional Advancement through Mercer University's adult undergraduate programs, 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 First-Year Students

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), 2500 (exams taken after Jan. 1 2002) or 660 (2014 GED exam) may be considered for admission. The following materials are required from applicants for admission:

1. A completed Adult 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 first-year 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-year undergraduate students must complete proficiency assessments conducted by the Office of Admissions. Accepted GED recipients with little or no previous college credit will be required to take UNIV 110 (The Culture of the University), FDLS 115 (Introductory Algebraic Procedures for Problem-Solving), and FDLS 130 (Language and Communication). If, as a result of the proficiency assessment scores, first-year students 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-year students must enroll in UNIV 110. Students are limited to nine (9) hours for the first semester of enrollment.

All first-year students 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-year students by the Office of Student Financial Planning will continue as it relates to early draw down of/request for loan support. Please note that first-year students in Mercer's adult undergraduate program 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 nationally 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 Adult Undergraduate Application for Admission.
2. A non-refundable application fee of \$25.
3. Official transcripts of all post-secondary work attempted at any and all institutions, whether nationally-accredited or not, indicating a 2.25-2.5 cumulative grade point average (GPA), dependent on program. Conditional admission may be available on a program-by-program basis. 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 24 semester hours of college credit).

ALL postsecondary work at any and all colleges, universities, technical schools or vocational schools, regardless of accreditation or 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 or was, must be submitted. This will be verified by the National Student Clearinghouse Research Center. Please note that only official sealed or electronic transcripts and/or test scores are acceptable.

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.

The University Registrar determines which courses taken at other institutions are directly comparable and will be credited toward completion of degree requirements at Mercer. For more information, refer to the Transfer Credit Evaluation Policy for Undergraduate Credits in the "Academic Information" section of the catalog.

Readmitted and Internal Transfer Students

Included in this category are students who previously enrolled in Mercer's adult undergraduate program and wish to re-enter the University after an absence of one year or more. The following materials are required from applicants desiring readmission:

1. A completed Adult Undergraduate Readmission Application.
2. Official transcripts from nationally 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 five years or more must re-submit transcripts from all schools they attended.)

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

Students enrolled in a program at Mercer University's Cecil B. Day Atlanta Campus or Mercer University's traditional undergraduate program on the Macon Campus who want to transfer to the adult undergraduate program in Mercer University's Regional Academic Center should complete the Application for Readmission or Intra-University Program Change form, available in the Office of the Registrar.

Students who seek readmission after ten years must reapply through the Office of Admissions.

Students who seek readmission after five years must secure new transcripts from all other institutions attended, including those institutions attended prior to their initial enrollment at Mercer.

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 an Adult 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.

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 first-year or transfer students.

Note: Admission to the Post-Baccalaureate Teacher Certification Program is processed through the College of Education's administrative offices. Refer to the 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 Adult 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 in Mercer's adult undergraduate program while officially enrolled at another college or university. The following materials are required from transient applicants to be considered for admission:

1. A completed Adult 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 in Mercer's adult undergraduate program, 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 Adult Undergraduate Application for Admission.
2. A non-refundable application fee of \$25.

Immunization Policy

The "Mercer University Student Health Form" is required. It must be completed and signed by the student and then returned to the Student Health Center along with an official copy of the student's immunization (vaccine) record. Students are encouraged to keep a photocopy of this completed form for their personal records. Mercer Student Health Center cannot forward a copy of the student's records to another institution.

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, two doses of Mumps vaccine, and one dose of Rubella are required. You must have been at least 12 months old when the first Measles dose was received.

If a student is unable to provide documented 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.

A completed Tuberculosis (TB screening questionnaire is required of all new students (page 2 of the Mercer Immunization form). 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.

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 at (478) 301-2683.

General Information

Books: Books and other instructional supplies are available at Barnes and Nobles University Bookstores on the Macon and Atlanta campuses and can also be ordered online for expedited shipment directly to your home address. The cost of books varies with the course of study and course load, and may range from \$500 to \$1,000 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. IDs 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 Iota Sigma Honor Society

Alpha Iota Sigma is a national honor society whose mission is to recognize the academic scholarship and achievements of interdisciplinary students at the undergraduate level. As a national honor society, Alpha Iota Sigma promotes the benefits of interdisciplinary work; provides a forum to encourage interdisciplinary collaboration among students, faculty, and local community members; investigates and encourages methods of interdisciplinary learning; enhances understanding and application of interdisciplinary knowledge among the general public; creates a sense of community among interdisciplinary students and graduates of interdisciplinary programs.

The criteria for membership in the Alpha Iota Sigma Honor Society are:

1. Students must be enrolled as major in the B. A. in Liberal Studies degree program.
2. Students must have completed a minimum of 30 semester hours in the Liberal Studies major.
3. Students must have a minimum of a 3.5 GPA in all course work applicable to Liberal Studies major.
4. Students must have a minimum 3.3 cumulative GPA.

Alpha Phi Sigma

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 undergraduate as well as graduate students of Criminal Justice Sciences.

The criteria for membership for undergraduate students are:

1. Students must have completed one-third of his/her total hours required for graduation at Mercer.
2. Students must maintain a minimum of 3.2 overall GPA.
3. Students must maintain a minimum of a 3.2 GPA in public safety and criminal justice courses.
4. Students must rank in the top 35% of their class.
5. Students must have completed a minimum of four courses within the criminal justice curriculum.
6. Students must have declared Criminal Justice Leadership or Homeland Security and Emergency Management as a major or minor.

The criteria for membership for graduate students are:

1. Students must have completed one-third of his/her total hours required for graduation at Mercer.
2. Students must maintain a minimum of 3.4 overall GPA.
3. Students maintain a minimum of a 3.4 GPA in criminal justice courses.
4. Students must have completed a minimum of four courses within the criminal justice curriculum.

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. Students must have attended Mercer University for a minimum of three semesters.
2. Students must have completed a minimum of 48 semester hours with Mercer, including twelve semester hours of liberal arts/sciences courses at Mercer.
3. Students must rank in the highest ten percent of all graduating seniors within the College of Professional Advancement.

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 3.00 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

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 Omicron Lambda Honor 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 attended 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 3.5 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.

Psi Chi

Graduate and undergraduate students who meet the standards of Psi Chi are eligible for membership. Psi Chi recognizes three classes of members: active, distinguished, and alumni.

The minimum qualifications for active student membership are as follows:

1. Undergraduate students must rank in the upper 35% of their respective classes in general scholarship, earn an overall cumulative GPA of at least 3.0, and also demonstrate superior scholarship in psychology by earning a GPA of least 3.0 or better in psychology courses. Psi Chi accepts the policy of the institution regarding grades.
2. Registration for major or minor standing in psychology or for a program psychological in nature which is equivalent to such standards.
3. Completion of three semesters of full-time college coursework and 9 semester hours of psychology (for a semester-hour system), or completion of five quarters of full-time college coursework and 14 quarter hours in psychology (for a quarter-hour system).
4. Graduate students must have a minimum overall cumulative GPA of 3.0 in all graduate courses and be enrolled in a graduate psychology program.
5. For all members, high standards of personal behavior.
6. Two-thirds affirmative vote of active members present at a regular meeting of the chapter.

Distinguished members are elected by the Psi Chi Board of Directors. Distinguished membership in Psi Chi is limited to psychologists who have earned national or international reputations because of outstanding contributions to Psi Chi and psychology. Distinguished members have all the rights and privileges of active members.

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.

The criteria for membership in the Eta Chapter are:

1. Students must be enrolled as a major or minor in the Human Services degree program.
2. Students must have at least a 3.5 cumulative GPA.
3. Students must rank in the top 35% of their class.
4. Students must have been enrolled as a full-time student at Mercer University for at least three semesters.
5. Students must exemplify the leadership and ethical characteristics of the Ethical Standards of Human Services Professionals.

Upsilon Pi Epsilon Honor Society

Upsilon Pi Epsilon is the only international honor society for recognition of academic excellence in the computer and information-related disciplines. It is endorsed by both the Association for Computing Machinery and the IEEE Computer Society.

The criteria for membership for undergraduate informatics students are:

1. Students must earn a GPA of at least 3.0 on a 4.0 scale.
2. Students must rank in the upper 35% of their class.

3. Students must have completed at least 45 credit hours, including at least 15 credit hours in courses in the computing and information disciplines.
4. Transfer students must have completed at least 15 credit hours of coursework in the computing and information disciplines.
5. Students must have completed at least one year at Mercer University (one semester for Senior transfers).

The criteria for membership for graduate informatics students are:

1. Students must earn a GPA of at least 3.5 on a 4.0 scale.
2. Students must rank in the upper 35% of their class.
3. Students must have completed at least half of the credit hours required in their degree program.
4. Students must have completed at least one semester in residence at Mercer University.

Counseling Services for Regional Academic Centers

Counseling and Psychological Services enhances the academic and personal lives as well as the retention and success of all Mercer students by addressing their mental health concerns. CAPS creates opportunities for healthy emotional and social development through individual and couples counseling services, crisis management, and outreach programming. Consultation is provided to the Mercer community including family, friends, faculty and staff. Referrals to off-campus mental health service providers are made when appropriate and upon students' request. Regional Academic Center students can seek counseling services at CAPS located on the Atlanta campus or the Macon campus. For more information, visit the website at <http://counseling.mercer.edu/> or call Atlanta CAPS at or 678-547-6060 or Macon CAPS at 478-301-2862.

Center for Career and Professional Development

The Center for Career and Professional Development (CCPD) offices (<https://career.mercer.edu/>) are located on the 3rd floor of the Connell Student Center in Macon, on the 5th floor of the Atlanta Administration and Conference Center (AACC) in Atlanta, and in the Henry County Regional Academic Center located in McDonough, GA. CCPD offers a range of free services to assist all undergraduate, graduate, and professional students and alumni in making informed decisions based on their individual career needs. CCPD staff partner with students to develop and hone career-related skills applicable to areas of study. Valuable resources and information are available to effectively navigate the career development process and facilitate successful career transitions including, but not limited to, career exploration, resume preparation, interviewing skills, strategic job and internship search methods, and networking. Individual appointments, digital career resources, and job and internship opportunities are available on Handshake, (<https://mercerv.joinhandshake.com/login>), Mercer's career development platform.

Field Experience: Internships

Mercer University offers a variety of opportunities for its students to obtain field experience including through internships. Students integrate work in the classroom with field experience through alternating or simultaneous periods of regular on-campus coursework and of employment in industry, business, or government. Mercer University encourages students to view the employment phases of the program not as mere practicums, but rather as essential to the educational process.

Students should contact their Center for Career and Professional Development career consultant for specific details and assistance.

Mercer University Library System

In 2019, the Law, Medical, and University Libraries migrated the library management and discovery services to a shared system using Ex Libris's Alma and Primo—the premier academic library services platform. New features reflect a forward-looking view of the scholarly publishing marketplace and provide opportunities to engage in resource sharing with over 1,600 Alma libraries in Georgia and worldwide. Working more closely together with this shared interface, the libraries provide collections, services, and staff to provide the best possible services to our scholarly community. A primary focus is offering comprehensive support for academic success for all students on all campuses, including an expanding virtual presence.

The Skelton Medical Library and Peyton T. Anderson Learning Resources Center, located in the School of Medicine, 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 library's Clinical Campus Branch is maintained at the Health Sciences Library of Memorial Health University Medical Center in Savannah, GA, one of the medical school's teaching hospitals.

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 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.

Collections, services, and staff of both the Jack Tarver Library in Macon and the Monroe F. Swilley, Jr. Graduate and Professional Library in Atlanta are available for all Center faculty, staff and students.

Our vision: Advancing the discovery, development, and delivery of scholarship that researchers use to change our world.

Our mission: Transforming scholars by promoting an innovative and adaptive environment that allows creative, collaborative, and independent learning. We provide tailored, accessible resources through collections, partnerships, and inspired service.

The Library web site [libraries.mercer.edu] is the gateway to library services, collections, and personal assistance. This includes research guides tailored to the subject matter of individual degree programs as well as links to librarians for research assistance and information about library services, facilities, and technology. A patron-driven purchasing model places appropriate emphasis on expertise of faculty and students to alert the library of items required for their instruction and/or their research needs. The university archives and special collections are housed in the Tarver Library and are available for research into Mercer history and the life of Baptists in Georgia.

Financial Information

2020-21 Academic Year Only

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

Tuition and Fees

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

Undergraduate Rate

Undergraduate Rate Per-Credit-Hour \$485/hr

Graduate Rates

School of Business

Graduate Programs

Master of Business Administration \$795/hr
Non-degree Business \$795/hr

College of Education

Graduate Programs

Master of Education \$620/hr
Master of Arts in Teaching \$639/hr
Specialist in Education \$645/hr
Ph.D. \$755/hr
Non-degree Education \$620/hr

Special fees for each course:

EDUC 676, 679, ESTM 674, EDEL 637, 638 \$75
EDUC 410A, EMAT 610A \$100
EDUC 102B, 201A, 202B, 275A, 275B, 398, 399, ELAD 483,
EMAT 601, 676, EDEL 645A, 645B, 724, 725 \$150
EDUC 410B, EMAT 610B \$200
EDUC 311A, 311B, 313B, 480, 485, 488, 499, ELAD 484, 486
EMAT 608, 609, 613, 684, 685 \$250
EMAT 603, 611, 611B, 612B, 612, 686 \$360
EDUC 489, 492, 496, 498 \$360
Reciprocity Fee \$600
Educational Leadership Academy Fee (per semester-PhD students excluded) \$25
Additional Field Experience Fee \$75

College of Professional Advancement

Graduate Programs

Master of Science

Clinical Mental Health Counseling \$650/hr
Clinical Rehabilitation Counseling \$650/hr
Human Services \$615/hr
Organizational Leadership \$630/hr
Criminal Justice and Public Safety \$615/hr
School Counseling \$650/hr
Doctor of Philosophy \$755/hr

Non-degree	\$630/hr
Special fees for each course	
COUN 609, 610, 639, 640, 707, 910, RHAB 609, 610	\$150
CRJS 470 HRAD 495, HSRV 275, 475, PSFT 470, PSLD 632, COUN 710	\$100
COUN 617.....	\$50
LBST 210, 310, 360, 498	\$15

Miscellaneous Fees — All Campuses:

Application Fee	varies by program
Audit Fee	
Part-time students	\$150 each course
Full-time students	no charge for one audit per semester
Challenge Examination	\$250 per test
Facilities and Technology Fee:	
Undergraduate students enrolled in	
12 hours or more	\$150/semester
Undergraduate students enrolled in	
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
Health Insurance (International Students)	contact Bursar's Office for current rates
Laboratory Fee (charged each session per designated laboratory class)	\$50 to \$150
Late Registration Fee	\$50 per semester
Late Payment Fee (assessed monthly).....	\$50
Registration Reinstatement Fee.....	\$50
Returned Check Fee	\$50 or 1% of the face value of the check whichever is greater
Payment Plan Fee (based on enrollment)	\$40-50
Transcript Related Fees	
Transcript Fee (for two to five-day service).....	no charge
Transcript on Demand (immediate service).....	\$25
Document Faxing Fee.....	\$5

Housing/Meal Plans

Macon Campus Housing/Meal Plans.....please see Macon catalog for rates
Atlanta Campus Housing

(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 2020-2021 academic year and are subject to change without prior notice. **Students cross-registering for courses outside their college/school of enrollment will continue to pay the tuition rate of their home college/school for those courses.***

University Housing and Meal Plans

Mercer University does not require Regional Academic Center students to reside on campus. Those individuals who wish to utilize campus housing are required to sign a residence hall contract for each academic year. Contracts are legally binding and once an assignment is made, the contract may not be cancelled except in case of graduation, withdrawal or transfer from the University. All Housing facilities (except the Orange Street Apartments and The Lofts) are closed during the winter break. Housing information and housing contracts for residence hall rooms, apartments, and Greek houses are available

through the students MyMercer account. For additional information about living on campus, please visit our website: <http://studentaffairs.mercer.edu/housing>. All Freshmen, Sophomores and Juniors living in Macon Campus residence halls and apartments (including Mercer Lofts) under 21 years of age are required to purchase a meal membership plan in accordance with Mercer University's policy. For more information regarding meal membership plans, including rates and other requirements, please contact Auxiliary Services.

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 prior to each registration period.

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

Billing and Fee Payment

Electronic tuition statements are accessible through the Pay and Manage My Account link in their MyMercer account. Notification emails are sent to the student's official Mercer email address when new statements are posted. **Tuition is always due by the first day of the semester.**

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 monthly \$50 fee 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.** Students will be charged tuition and fees for all attempted hours, regardless of completion. In order to obtain a refund of 100% tuition and fees, the student must drop their courses during the drop/add period of the given semester. Please see "Refund Policy" for further details.

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 official Mercer designated email address.**

Audit Fee

Certain programs allow students to audit courses, please see the University Audit Fee Schedule for additional information. Full-time rates are based on nine (9) semester hours for graduate and twelve (12) semester credit hours for undergraduate students.

Course Fee

Additional fees may be assessed for special course requirements.

Payment Methods

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University,) or via e-check or credit card payment made online through the student's MyMercer Portal. 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. Students with balances not covered by financial aid must enroll in a payment plan or have their balance paid in full by the first day of class.

In an ongoing effort to assist our students and their families with budgeting educational expenses, Mercer offers an online 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.

Corporate Billing

Special billing arrangements involving Corporate entities must be submitted to the Office of the Bursar. Approved billing authorization, financial guarantee, or voucher must be received by the first day of class for the current term. In the event the sponsor does not pay, the student is responsible for the unpaid balance on the account. Students utilizing Corporate Billing must resolve all outstanding balances no later than 30 days from the last day of class.

V A Benefits

Individuals who 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. Students MUST notify the certifying official in the Registrar's office if they:

- Used all of their Veteran Educational Benefits
- Changed course load or Program of Study
- Withdraw from classes (after start of term)
- Terminate Enrollment (before start of term)

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 based on their eligibility percentage, 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% eligibility entitlement or receive VA tuition assistance paid directly to the student are responsible for paying any outstanding balance no later than the first day of class. If students are unable to pay the balance in full they are encouraged to enroll in the Monthly Payment Plan to avoid holds and late fees on their tuition account.

Post-9/11 GI-Bill: The U.S. Department of Veterans Affairs provides a maximum amount of benefit per academic year (August 1st – July 31st), based on the entitlement percentage of the student. Students are responsible for paying any remaining balance on their tuition account if:

1. the maximum has been paid by VA for the academic year,
2. the student has exhausted lifetime benefits, or
3. the end of the entitlement period is reached.

Yellow Ribbon: Students with 100% entitlement may be eligible to receive Yellow Ribbon to help cover their balance. Once a student is out of entitlement, or has reached his/her delimiting date, VA will not pay the Yellow Ribbon. Active duty personnel and their spouses utilizing transferred entitlement are not eligible for the Yellow Ribbon. For more information on this program, please contact the Office of the Registrar (478) 301-2494.

VA benefits will be reduced if a student withdraws from a class or changes his/her enrollment status. In the event of an overpayment, the student will be immediately responsible for repayment to the Veteran's Administration. The Mercer VA Certifying Official in the Office of the Registrar must be immediately informed by the student regarding schedule changes.

Veterans Services at Mercer University is not a division of or directly affiliated with the United States Department of Veterans Affairs.

Students with questions about their eligibility for benefits and payments, should contact the Department of Veterans Affairs 1-888-GIBILL-1 (1-888-442-4551) or visit https://www.benefits.va.gov/gibill/school_resources.asp.

Student Insurance – International Students

All International students are required to carry active health insurance regardless of hours enrolled. Each semester, an insurance premium is assessed at the time of registration.

Students 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 official records are released, no future registration is allowed, and the faculty considers no student 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 Mercer University's Internal Collection Department. If such action is required, the student will be liable to pay a late fee of \$5.00 for each thirty (30) days that the payment is past due and interest will accrue monthly at the rate of up to 9% for the life of the balance. In the event the student account is submitted to an outside collection agency, the student will be liable for 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. Any account placed with collections may be reported to the Credit Bureau and NSLDS.

Non-Refundable Acceptance and Tuition Deposits

Upon acceptance to Mercer University, a college/program may require a non-refundable tuition deposit to reserve a seat. Deposits will be forfeited upon cancellation of enrollment; refunds are not permitted. Specific deposit requirements may be obtained from your program Admissions Office.

Information regarding refunds for refundable fees and tuition are outlined within the University Tuition Refund Policy.

Tuition 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.**

PLEASE NOTE: The last date for a tuition refund MAY NOT correspond with the last day to withdraw for the term. Please contact the Bursar's Office for the last day to withdraw for a tuition adjustment.

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 the online withdrawal form located within the MyMercer student portal, or complete and return a Term Withdrawal form to the Registrar's Office.
- 4) The completed form must be submitted to 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 (to the source of funding) will be completed within 30 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 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 after session one ends, 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 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), and then cease 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 will be calculated by Residence Life and Auxiliary Services respectively, based on usage.
- 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.

Withdrawal Refund Calculations

The federal government requires the Office of Financial Planning 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.

A student who has completed more than 60% of the enrollment period is considered to have earned 100% of the Title IV aid awarded; no return of Title IV aid is required.

$$\frac{\text{Enrolled Days}}{\text{Days in the Enrollment Period}} = \% \text{ of Title IV Earned by Student}$$

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

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

$$\frac{59 \text{ Days}}{112 \text{ Days}} = 52.7\% \text{ Charges/aid earned by the Student}$$

Charges			Amount Retained	Amount Refunded
	Tuition	\$18,754.00	\$8,648.07	\$10,105.93
	Fees	\$150.00	\$79.05	\$70.95
	Housing	\$2,320.00	\$1,222.64	\$1,097.36
	Meal Plan	\$2,875.50	\$1,515.39	\$1,360.11
	Total	\$24,099.50	\$11,465.15	\$12,634.35

Financial Aid Refund Calculation			
Total Title IV aid to be Returned	\$4,245 x 47.3%	=	\$2,007.89
Total Non-Title IV aid to be returned	\$12,634.35-2008	=	\$10,626.35

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Subsidized Loan	\$1,750.00	\$0.00	\$1,750.00
	Federal Pell Grant	\$2,495.00	\$2,237.00	\$258.00
	Total Title IV Aid	\$4,245.00	\$2,237.00	\$2,008.00

Non-Title IV Aid				
	GA Tuition Equalization Grant	\$350.00	\$0.00	\$350.00
	HOPE Scholarship	\$1,854.00	\$0.00	\$1,854.00
	Mercer Scholarship	\$7,000.00	\$921.65	\$6,078.35
	Total Non-Title IV Aid	\$9,204.00	\$921.65	\$8,282.35
	TOTAL FINANCIAL AID	\$13,449.00	\$3,158.36	\$10,290.35

Session-Based Federal Return Calculation

Scenario #1:			
	First Day of Session	Last Day of Session	Total # of days in Enrollment Period
Session 1	January 6 th	March 3 rd	57
Session 2	March 7 th	May 3 rd	58
Session 3	January 6 th	May 3 rd	118

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		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$2,460.00	\$2,460.00	\$708.48	\$4,211.52
	Fees	\$75.00	\$75.00	\$21.60	\$128.40
	Total	\$2,535.00	\$2,535.00	\$730.08	\$4,339.92

**Financial Aid Refund
Calculation**

Total Title IV aid Earned	\$5,120 x 14.4%	=	\$737.28
Total Title IV aid Unearned	\$5,120 - 737.28	=	\$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.

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Unsubsidized Loan	\$4,452.00	\$112.00	\$4,340.00
	Direct Subsidized Loan	\$668.00	\$668.00	\$0.00
	Total Title IV aid	\$5,120.00	\$780.00	\$4,340.00

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

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

$\frac{61 \text{ Days}}{118 \text{ Days}} = 51.7\%$

Charges		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$2,460.00	\$2,460.00	\$2,460.00	\$2,460.00
	Fees	\$75.00	\$125.00	\$75.00	\$125.00
	Total	\$2,535.00	\$2,585.00	\$2,535.00	\$2,585.00

Since the student dropped session 2 courses during the Institution's 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.

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.

Title IV Aid		Disbursed	Amount Retained	Amount Refunded	
	Federal Pell Grant	\$2,823.00	\$1,412.00	\$1,411.00	This Refund was not part of the Return to Title IV.
	Direct Unsubsidized Loan	\$3,465.00	\$992.00	\$2,473.00	
	Direct Subsidized Loan	\$2,722.00	\$2,722.00	\$0.00	
	Total Title IV aid	\$9,010.00	\$5,126.00	\$3,884.00	

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:

Date	Description	Amount
January 6	Tuition – Session 1	\$2,460.00
	Fees – Session 1	\$75.00
	Tuition – Session 2	\$2,460.00
	Fees – Session 2	\$75.00
	Lab Fee – Session 2	\$50.00
January 16 th	Federal Pell Grant	(\$2,823.00)
	Direct Unsubsidized Loan	(\$3,465.00)
	Direct Subsidized Loan	(\$2,722.00)
January 18 th	Refund to student	\$3,890.00

	BALANCE DUE	\$0.00
March 7 th	Refund – Tuition Session 2	(\$2,460.00)
	Refund – Fees Session 2	(\$75.00)
	Refund – Lab Fee Session 2	(\$50.00)
March 8 th	Reduce Pell Award due to reduction in attempted hours	\$1,411.00
March 10 th	Return Unsubsidized Loan due to Title IV refund Calculation	\$2,473.00
	BALANCE DUE	\$1,299.00

Refunds and Stipends

The Bursar’s Office encourages students to enroll in Direct Deposit to ensure the fastest and most efficient handling of their refunds. All payments made by or on behalf of a student shall be receipted to his/her account. 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. Credit balances resulting from financial aid will be refunded to the student through their Student Choice Refund option. A student may select their method of refund/stipend through their MyMercer student portal. Students may choose to have their refund sent by Direct Deposit, Reloadable Prepaid Debit Card, or paper check. Paper checks are the default refund choice and 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.

Uncashed Check Policy

If a school attempts to disburse the credit balance from federal funds by check and the check is not cashed, the Bursar’s Office will return the funds to the U.S. Department of Education no later than 240 days after the date the check was issued. If a Direct Deposit of federal funds is rejected or a check returned to the school, the Bursar’s Office may make another attempt to disburse the funds or the funds must be returned to the U.S. Department of Education no later than 45 days after the rejection date. The Bursar’s Office will reattempt contact for five (5) years for any refunds that are rejected or returned and are generated by non-federal funds. After this timeframe, per Georgia state regulation, refunds will be escheated to the State. If a credit balance is created by a Parent PLUS Loan, the refund will be mailed via a paper check to the borrower of the loan.

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 as needed and responds in writing. This is the student’s final venue of appeal.

BearCard Transfers

Students may transfer excess financial aid funds, or out-of-pocket payments, to their Mercer University BearCard, for use in the bookstore, vending machines, as well as other on- and off-campus locations.* In order to have excess financial aid transferred to your BearCard, a completed BearCard transfer request form must be submitted to the Bursar’s Office prior to the disbursement of your financial aid. These forms can be submitted online through your MyMercer portal or obtained at the Bursar’s Office. Approved BearCard

request forms will be processed no earlier than one week prior to the first day of class each semester. When excess financial aid credits are used, the amount of the BearCard transfer cannot exceed the amount of the credit on a student's account, or \$600 per term, without supporting documentation to show why additional funds are necessary. There is no dollar limit on BearCard transfers for out-of-pocket payments.

All funds transferred to the BearCard are *non-refundable* except upon graduation or withdrawal from Mercer University. BearCard funds cannot be withdrawn through a bank ATM. In the event a student loses financial aid eligibility, the student will be liable for all balances due to the University and excess BearCard funds may be rescinded and reapplied to your student account.

*For a complete list of locations that accept the BearCard as payment, please visit auxiliary.mercer.edu/bear-card/locations.

Book Vouchers

Title IV regulations require that Mercer University provide our students with the ability to purchase books no later than the seventh day of the semester. As a result, Mercer offers our students the option to receive a book advance up to a maximum of \$600 per semester. Title IV book advances can be processed in the form of a BearCard transfer or the student's refund method chosen in Nelnet. In order to qualify for a book advance, those students receiving Title IV aid must meet the following criteria:

- Title IV aid (only) must create a credit over and above the cost of tuition and fees, housing and meals
- All financial aid documentation must be completed, and aid must be eligible to be disbursed, no later than ten (10) days before the start of the term
- Students must be enrolled at least half-time in a credit program
- The amount of the advance cannot exceed the amount of the student's credit, or \$600 per term, without supporting documentation to show why additional funds are necessary

Deadlines for requests vary each semester and can be found on the Book Advance page on the Bursar's website. Students who do not meet the above eligibility requirements may still request a BearCard transfer to use at the University bookstore.

General Information

Books: Books and other supplies are available at the Mercer Bookstore. The cost of books varies with the courses of study and course load. Based on historical costs, we estimate \$1,200 for books per year.

Parking Fee: No fees are charged for University parking. However, parking decals are required and may be obtained from Mercer Police. Unauthorized or illegal parking violations are subject to fines set by Mercer Police, and vehicle impoundment. Failure to pay parking fines and penalties will result in the student being denied transcripts and clearance to register for further classes. Students disputing parking fines should contact Mercer Police.

Miscellaneous Fees: Fees or fines may be imposed for dorm or property damage, library fines, honor code violations, and campus safety violations.

Fire, theft, and damage to personal property: 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. A validated I.D. is required for check cashing, dining hall, and library privileges.

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 policy 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 financial assistance is available to help students meet the difference between the Cost of Attendance (COA) and the student's Expected Family Contribution (EFC), as determined by the Free Application for Federal Student Aid (FAFSA).

Students and parents of dependent students should carefully review the "Financial Information" section of this catalog to be familiar with the direct charges of the University. In addition to direct charges, other personal expenses such as transportation, books, and supplies included in the Cost of Attendance should be anticipated. Undergraduate students and families are also strongly encouraged to complete Mercer's "Net Price" Calculator to get an estimate of the assistance they may receive as an enrolled student at Mercer. All students are strongly encouraged to review the University's website for up-to-date policies and procedures.

The purpose of financial aid programs is to assist students who would be unable to attend college without such aid. Financial assistance may be from the University, federal, state, or outside sources and may include scholarships, grants, loans, and part-time employment. These types of assistance are extended either singly or in combination. Financial assistance included in the financial aid notification letter or "package" offered to students depends upon a student's academic record, state residency, and financial need as determined by the FAFSA. Understandably, most students would prefer assistance through a full scholarship or gift program rather than a "package" of assistance, but the package method enables the University to assist more students, thereby increasing the possibility of each applicant receiving funds. Each applicant will be considered for all aid programs administered by the Student Financial Planning Office.

How to Apply for Financial Assistance

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 <https://studentaid.ed.gov/sa/fafsa>.

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

- April 1 - Summer Semester Priority Date for All Students
- May 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 application. If a student does not wish to complete

the FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GAFutures.org.

Summer Term-Mercer- A Mercer Financial Aid Application is not required for the summer term. Summer is normally considered the end of the academic year and awards are made based on remaining eligibility. Students are awarded as the registrar.

Student Financial Aid Policies

Students are encouraged to visit the Financial Planning Office website at 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 (i.e., Fall and Spring) 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, except for work-study awards and the Pell Grant. Based on year-round Pell, eligible students who attend at least half-time during the summer may be able to receive an additional Pell award for the summer semester. 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. If summer is not a required term, full eligibility will be awarded for the fall and spring terms. Students should work with their Financial Planning Counselor to appropriate funds for summer enrollment plans.
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 adjustments to 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 FAFSA's will be selected through specific FAFSA edits or by the Mercer Financial Planning Office. If a FAFSA has been selected for verification, students will be notified by the Financial Planning Office of all

documentation required to be submitted to complete verification. In most cases, students are originally awarded based on information submitted on their original FAFSA. **IMPORTANT:** Should any information change based on verification data, the student's original financial aid package may be reduced.

8. Students must be officially enrolled and attending class at the end of the term's drop-add period 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 earned at least one grade 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 the following 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 complies 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
15. Certain Veterans' Benefits must be considered part of the student's financial aid package. It is the student's responsibility to advise the OSFP if any VA benefits are being (or will be) received.

SAP (Satisfactory Academic Progress)

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

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

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

Qualitative Standard Undergraduate

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

Total Hours Earned	Minimum Cumulative Grade Point Average
0 – 16	1.4
17 – 32	1.7
33 – 48	1.8
49 – 63	1.9
64– 120	2.0

A student with a cumulative GPA below those listed in the above table will be put on Financial Aid WARNING for the next term **and must meet the cumulative GPA standard** at the end of the Financial Aid Warning payment period. Remedial course work is not included in GPA but reviewed for progress. Students may receive multiple warning periods throughout their academic careers.

Qualitative Graduate Standard

Graduate student's qualitative measure is set by each graduate academic program. Each graduate program has the qualitative measure required in the program requirements listed in the catalog.

Eligibility to Appeal - If you have mitigating circumstances (e.g. death of a relative, injury or illness of student, or other special circumstance) that prevented you from meeting the 2.0 GPA requirement at the end of your second academic year, you may appeal to the Office of Student Financial Planning for a review of your circumstances as they relate to your academic standing. Students are provided the opportunity to appeal each semester. All appeals must be submitted, in writing, to the Office of Student Financial Planning before completing 60% of the enrollment period.

Quantitative Standard

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

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

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

An undergraduate student is ineligible at the evaluation point where it is determined he or she will exceed the 150% timeframe, not at the point they actually reach the 150% timeframe. A student may NOT receive Title IV aid after attempting 150% of the Program Length. However, if a student feels there are mitigating circumstances, such as illness, injury, family death, etc. that prevented him or her from completing the program within the 150% time frame, that student may review the appeal process included in this SAP policy and appeal in writing to the Financial Planning Office. The appeal must document the

student's plan to progress to graduation and detail what will change to allow them to succeed. A student has the opportunity to appeal each semester.

Only those hours included in the student's program will be included in the 150% program length. The student can change programs up to three times, without appeal; however, after three program changes an appeal is required. Students have the opportunity to appeal each semester.

Completion Percentage for payment period: Students must earn at least 67% of all hours attempted (cumulatively for the program) at the end of each semester. The Completion Percentage will be checked at the end of each payment period. The completion percentage will be rounded up to the nearest whole percentage (e.g. 66.5% would be rounded up to 67%)

- **Transfer hours** – Accepted into a student's program will count as both hours attempted and hours earned. Transfer hours received in the middle of the semester will be included in the next review point at the end of the semester.
- **Remedial Coursework** – is not included in quantitative measures.
- **Withdrawals** – Will count as hours attempted ONLY.
- **Incompletes** – Will count as hours attempted, only until the course is completed. A passing grade will count as hours earned; a failing grade will remain as hours attempted only.
- **Repeat Courses:**
 - Repeat courses are counted for previously failed classes.
 - Repeat of previously passed courses are counted ONE TIME only.
 - Cannot count repeat of previously passed courses at all IF the repeat of the course is due to the failing of another course in a prior period.

Quantitative Graduate Standard

The max program length for graduate programs is set by each graduate program.

Quantitative Evaluation Points

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

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

Appeal Process to be Placed on Probation

If a student loses Title IV eligibility and they feel they have mitigating circumstances (i.e. death of a relative, injury or illness to the student, or other special circumstances) that prevented them from meeting SAP standards, they may provide a written appeal to the Office of Student Financial Planning. This appeal must be a complete summary of the student's circumstances and must include all supporting documentation such as death

certificate, referrals from a doctor, medical bills, etc. The appeal must detail what will change to allow them to succeed. A student has the opportunity to appeal each semester. The Financial Planning Appeals Committee will review the appeal and determine if the circumstances warrant a waiver of the loss of Title IV aid and an additional probationary period. Before a probation term can be approved an academic plan must be submitted by the student and approved by their advisor, Financial Planning Counselor, and a member of the Student Success Office. When a student is approved for a put on probationary term, the student's academic plan is expected to meet SAP standards by the end of the probationary term or have a plan that includes multiple terms to meet SAP standards. Academic plans that cover multiple terms will be evaluated for success at the end of each semester to ensure students will meet SAP standards by a specific point in time as stated in the plan.

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

Financial Aid Probation

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

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 2020-2021 academic year is expected to be \$6,345.

To maximize Pell eligibility based on enrollment status, Mercer is instituting a Pell Recalculation Date (PRD). Enrollment status is based on the number of credit hours a student is enrolled each semester:

- Less than 6 credit hours – less-than-half-time
- 6 to 8 credit hours – half-time
- 9 to 11 credit hours – three-quarter-time
- 12 or more hours – full-time

Mercer's PRD is the designated disbursement date each semester. If the semester is taught in sessions, it is the designated disbursement date, for the first session. The student's enrollment status on the designated disbursement date will determine their Pell eligibility for the semester and be considered the Pell Recalculation Date (PRD). Except for mandatory recalculations, the student's Pell award will not be adjusted based on enrollment status changes after the PRD date. Important to note, if you are enrolled in sessions. You must be enrolled full-time between both sessions by the scheduled disbursement date for session I to receive your full-time Pell Award. Credit hours added after the PRD date will not change your Pell award. Students who begin attendance in all

classes will be paid Pell based on their enrollment status on the PRD date, even if her enrollment status changes before the disbursement is made.

Based on current federal policy, 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.

In certain situations, an eligible student can receive up to 150 percent of his or her scheduled Pell Grant award for an award year. For example, if you are eligible for a \$2,000 Pell Grant for the award year, and are enrolled full-time for both the fall and spring semesters, you will likely receive \$1,000 in the fall and \$1,000 in the spring. However, under certain circumstances, you may be eligible to receive an additional \$1,000 in the summer semester (resulting in you receiving 150% of your original award). You might hear this situation being referred to as “year-round Pell.” Please contact the Financial Planning Office for additional information if you plan to attend the summer semester.

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.

GEORGIA TUITION EQUALIZATION GRANT PROGRAM - 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, the student (and parents of dependent students) must be a United States citizen or eligible non-citizen as of the first day of classes for any particular semester for which GTEG payment is being sought. The student’s academic load must meet the requirements specified by the GA Student Finance Authority (presently 12 credit hours per semester). To be considered for the grant, students must complete a Free Application for Federal Student Aid (FAFSA) each year or, if a student does not wish to complete a FAFSA, a Georgia Scholarship Grant (GSFAPPS) must be completed by going to GAFutures.org.. The total amount of the grant is determined each year by the state legislature, based on the availability of funds. Funding may be reduced by the State at any point in the year. If this is the case, the University will not make up this difference in funding. The 2019-2020 amount is \$950.

HOPE and ZELL SCHOLARSHIP – For undergraduate Georgia GTEG residents only, designated HOPE Scholars are designated to receive \$4,304, and designated Zell Miller Scholars to receive \$5,616 per academic year. Award amounts for each academic year are determined by Georgia Legislation and subject to change. Georgia high school graduates who are named HOPE Scholars by the Georgia Student Finance Authority may receive only one of these scholarships. A cumulative 3.0 GPA is required for renewal of the HOPE scholarship and a 3.3 GPA is required for the renewal of the Zell Miller Scholarship. The cumulative GPA requirement also applies to all students who wish to enter the program after 30, 60, or 90 cumulative attempted hours. Please note that all degree courses attempted at Mercer and all other post-secondary 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). Beginning Fall term 2017, specific degree-level science, technology, engineering and mathematics (STEM) courses identified as leading to high demand career fields in Georgia, and taken at an eligible postsecondary institution will have an additional weight of 0.5 added to grades of B, C and D. To receive the additional weight, the course must be taken at a HOPE and Zell Miller Scholarship eligible postsecondary institution during the period the course is approved on the directory.

Each December, the STEM Weighted Course Council will approve the directory, effective for the upcoming academic year beginning with the fall term. The council consists of representatives from the University System of Georgia, Technical College System of Georgia, Georgia Independent College Association, Georgia Student Finance Commission, Georgia Department of Economic Development, Governor's Office of Planning and Budget, and a member of the Georgia General Assembly

You may access the Directory by going to GAFutures.org or by clicking on the following link: https://apps.gsfc.org/securenextgen/dsp_stem_course_listings.cfm. The FAFSA application serves as the student's application for both the HOPE and Zell Miller Scholarships. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GAFutures.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 \$2,154 per academic year (\$1,077 per semester). Zell Miller recipients attending half-time can receive a Zell Miller award of \$2,808 per academic year (\$1,404 per semester). Students 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 the 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. a 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).

TEACH Grant: The federal TEACH Grant Program provides up to \$3,736 per year (amount subject to change based on sequestration) to students who are seeking their first undergraduate or graduate degree and are enrolled in a TEACH eligible program, as defined by the College of Education. Students must be fully accepted into their academic program by the College of Education and either maintain a 3.25 G.P.A. 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. 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, 2020, through June 30, 2021:

Direct Subsidized Loans - Undergraduate Students – 2.75%

Direct Unsubsidized Loans - Undergraduate Students – 2.75%

Direct Unsubsidized Loans - Graduate Students – 4.30%

Direct Parent or Graduate Plus Loan– 5.30%

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 Attendance minus other financial aid and/or scholarships.

All first-time borrowers at Mercer are required to complete entrance counseling before funds can be disbursed. Also, if they have not done so already, a student is required to complete a Master Promissory note for their Federal Direct Loans.

Students are encouraged to complete these required processes electronically at www.studentloans.gov to expedite the loan process.

Graduate Students

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

Subsidized Federal Direct Loan

Subsidized Federal Direct Loans are awarded to undergraduate students based on 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 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 paying 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 based on 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 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. 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 online at StudentLoans.gov

Denied credit check due to adverse credit conditions: A denied credit check means that the student was found to have an adverse credit history.

Adverse Credit History as defined by the Department of Education:

Applicant found to have adverse credit conditions 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 collections 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 completes 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 Work-Study Program

The Federal Work-Study Program is a program designed to provide qualified students the opportunity to pay part of their educational expenses by working a part-time job on campus or in a community service job off-campus. To be employed under this program, the student must: (1) be enrolled; (2) have completed all required forms with OSFP; (3) show evidence of need through the FAFSA; (4) maintain satisfactory academic progress while under this program; and (5) students selected for Federal Student Aid Verification must first complete the process.

All student employment positions are coordinated through the Student Employment Office located in the Office of Student Financial Planning. First-time Federal Work-Study students will be contacted by the Federal Work-Study Coordinator during the summer preceding the fall semester regarding their employment options. Employment is not guaranteed and is the responsibility of the student to apply for positions and be hired. Students must complete an Employment Eligibility Verification Form I-9 within three days of starting work. Submit the completed form and original documents verifying identity to the OSFP.

Access Form I-9 by clicking on the following link. Find Lists of Acceptable Documents attached. <https://www.uscis.gov/i-9>.

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
- Thinking critically from diverse perspectives

In accordance with the University's accrediting body and in collaboration with the faculty of the colleges and schools, these competencies are built through satisfactory completion of the following requirements.

Requirements of General Education

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and total 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 core requirements. Students transferring in with a bachelor's degree or 30 or more general education credits may be exempt from the undergraduate general education religion requirement by individual schools/colleges. 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; INT 101; INT 201; LBST 175; LBST 180; TCO 141

Oral Communication: COM 210; COMM 171; GBK 304; INT 301; TCO 141

Other Communication: any foreign language; COMM 370; GLEN 225; INSY 102; LBST 275; LBST 280; MUS 120

Religion

AFR 230; ENG 225; GBK 203; HIS 275; PHI 240; PHI 247; REL 110; REL 130; REL 150; REL 170; 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: AFR 221; AFR 225; CLA 101; CLA 102; COMM 251; ENG 221; ENG 224; ENG 226; ENG 233; ENG 234; ENG 235; ENG 237; ENG 263; ENG 264; ENG 265; GBK 202; GBK 305; GLEN/HUMA 245; FLL 195; HIS 105; HIS 176; HIS 201; HIS 215; HIS 225; HIS 245; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; HUMA 215; JMS 220; JMS 225; JMS 230; LBST 302; LBST 303; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; LITR 356; LITR 370; PHI 176; PHI 190; PHI 195; PHIL 215; PHI 230; PHI 260; PHI 265; PHI 269; POL 176; REL 210; REL 230; REL 270; RELG 356; SCLT 201; SCLT 304; SOCI 356; SST 180; WLT 101

Fine Arts: ART 106; ART 107; ART 108; ART 114; ART 115; ART 116; ART 117; ART 222; ART 229; ARTH 101; COMM 104; COMM 205; ENG 222; HUMA 115; LBST 250; LBST 255; MUS 151; Any 3-hour combination of MUS 182, 183, 191, 192, 196, 197; MUSC 150; THR 115; THR 218

Behavioral/Social Science

AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; GBK 407; GEO 111; GHS 200; GLEN/SOCI 235; GLEN 301; JMS 101; JMS 145; JMS 240; LBST 305; ORGL 210; PHI 237; POL 101; POL/IAF 253; POLS 100; PSY 101; PSYC 111; SOC 101; SOC 210; SOCI 111; SOCI 356; WGS 180; WGS 237; 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; BIOL 210; CHEM 103 & CHEM 105; CHEM 104 & CHEM 106; CHM 110; CHM 111; CHM 112; ENB 150; ENVS 210;

ENVS 215; PHY 102; PHY 108; PHY 109; PHY 115; PHY 141; PHY 142; PHY 161; PHY 162; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 200; SCIE 215; SCIE 220; SCIE 230; SCIE 250

Note: No cross-listed course taken to fulfill the requirements of one category may 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:

School of Business

Undergraduate Program:

Bachelor of Business Administration (Atlanta, Macon, Henry County, Douglas County, and Online)

Graduate Programs:

Master of Business Administration (Macon, Atlanta, and Douglas County)

Master of Accountancy (Atlanta)

Master of Science in Business Analytics (Atlanta)

College of Education

Undergraduate Programs:

Bachelor of Science in Education, Early Learning and Development (Atlanta, Douglas County, and Henry County)

Bachelor of Science in Education, Early Childhood/Special Education General Curriculum (Macon, Henry County, Douglas County, and Atlanta)

Bachelor of Science in Education, Middle Level Education (Henry County and Douglas County; Macon applications suspended for 2020-2021 academic year.)

Bachelor of Science in Education, Secondary Education (Macon Residential Campus only)

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, Henry County, 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 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 and Atlanta)

Specialist in Education in Early Childhood Education (Distance Learning/Online)

Specialist in Education in Teacher Leadership (Distance Learning/Online)

Doctor of Philosophy in Educational Leadership (Atlanta)

Doctor of Philosophy in Curriculum and Instruction (Atlanta)

College of Professional Advancement

Undergraduate Programs:

Bachelor of Arts, Communication (Atlanta, Douglas County, Henry County, and Online)

Bachelor of Arts, Liberal Studies (Atlanta, Douglas County, Henry County, and Macon)

Bachelor of Arts, Liberal Studies/Master of Divinity (Atlanta)

Bachelor of Science, Criminal Justice Leadership (Atlanta, Douglas County, Henry County, Macon, and Online)

Bachelor of Science, Health Informatics (Atlanta and Online)

Bachelor of Science, Healthcare Leadership (Henry County)

Bachelor of Science, Homeland Security and Emergency Management (Online)

Bachelor of Science, Human Resources Administration and Development (Douglas County and Henry County)

Bachelor of Science, Human Services (Douglas County, Henry County, Macon, and Online)

Bachelor of Science, Information Technology and Informatics (Atlanta and Online)

Bachelor of Science, Organizational Leadership (Atlanta, Douglas County, Henry County, and Macon)

Bachelor of Science, Psychology (Atlanta and Online)

Bachelor of Science, Software Application Development and Human Computer Interaction (Atlanta and Online)

Graduate Programs:

(Please see Atlanta catalog for information on Atlanta and online programs)

Master of Science, Clinical Mental Health Counseling (Atlanta)

Master of Science, Clinical Mental Health Counseling/Master of Divinity in Pastoral Care and Counseling (Atlanta)

Master of Science, Clinical Mental Health/Master of Theological Studies (Atlanta)

Master of Science, Clinical Rehabilitation Counseling (Atlanta)

Master of Science, Criminal Justice and Public Safety Leadership (Online)

Master of Science, Health Informatics (Online)

Master of Science, Health Informatics/Doctor of Pharmacy (Atlanta and Online)

Master of Science, Human Services (Henry County)

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

Master of Science, Organizational Leadership/Master of Divinity, Leadership for the Nonprofit Organization (Atlanta and Henry County)

Master of Science, Organizational Leadership/Master of Arts, Christian Ministry, Leadership in the Nonprofit Organization (Atlanta and Henry County)

Master of Science, School Counseling (Atlanta)

Doctor of Philosophy, 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 College of Professional Advancement, the School of Business, and the 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:

School of Business

- 600-699: Graduate level courses designed for graduate students only

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

College of Professional Advancement

- 600-999: Graduate level 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:

<u>Grade</u>	<u>Interpretation</u>	<u>Quality Points Per Credit Hour</u>
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0
D**	Poor	1.0
F	Failure	0
FQ	Failure-Quit Attending/Never Attended	0
WF	Withdrawal Failure	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX/ABXSU	Absent from final examination (excused)	*
IC/ICSU	Incomplete due to some requirement other than the final examination (excused)	*

IP	In Progress	*
AU	Audit	*
W/WM	Withdrawal/Withdrawal Military	*
Z	Grade Not Reported	*

* These grades are not calculated in the G.P.A..

**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 College of Professional Advancement, the College of Education, and the School of Business 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.

If a student receives an IC grade in an undergraduate course offered in an eight-week session, the work for the class must be completed by the end of the following eight-week session or the IC will be changed to a grade of F.

If a student receives an IC in a graduate class, the work for the class must be completed within 12 months after the IC was assigned or the IC will be changed to a grade of F.

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

In Progress (IP)

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

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.

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. Each student is assigned an academic advisor. Academic advisors can assist

students in various academic areas and acquaint students with a wide array of campus resources. Students meet with their advisors throughout the year to plan their academic programs and evaluate their progress. Advisors are critical in helping a student make certain that all educational requirements are met. Thus, a student is given the opportunity to meet with his or her advisor each semester prior to registration to review the student's choice of courses. Additionally, a student is encouraged to confer with the advisor when a change to his or her schedule becomes necessary (e.g., during the drop/add period or when withdrawing from a course).

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.

Students are responsible for their registration, and for the corresponding fees and charges incurred. Students cross-registering for courses outside their college/school of enrollment will continue to pay the tuition rate of their home college/school for those courses. Students must notify the Office of the Registrar in writing, before classes begin, should they be unable to attend any or all classes for which they are registered.

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.

College of Professional Advancement 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 a WF, 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 WF 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.

Transfer Credit Evaluation Policy for Undergraduate Credits

Criteria for Accepting Transcripts

1. Evaluations are performed using official transcripts and documentation received. An official transcript typically is marked as such and carries security enhancements. It is delivered in a sealed envelope or via a secure electronic method.
2. U.S. Universities/Colleges must be nationally accredited by a national accrediting body recognized by the the United States Department of Education.

3. International Universities/Colleges must have a credential evaluation performed by a credentialing service that is a member of the National Association of Credential Evaluation Services (NACES) or by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Criteria for Accepting Courses as Transfer Credit

Courses transferred to Mercer are evaluated on a course-by-course basis. This is done by review of catalog course descriptions and, if needed, course syllabi. If there is no direct comparison, but the transfer course fits within academic disciplines offered at Mercer University, elective credit may be given. Mercer University reserves the right to deny credit for courses that are not compatible with those offered in its baccalaureate degree programs

1. The maximum number of credits accepted from 2-year colleges and schools is 64 semester (96 quarter) total. This includes any combination of 2-year colleges attended. If the student has taken more than 64 credits, the additional credits must be rejected in order to stay at the 64 credit limit. There is no credit cap on 4-year schools and universities. However, students must meet all curriculum and residency requirements, including the completion of a minimum of 32 semester credits (or no less than 25% of the degree), in residence at Mercer. In order to convert quarter credits to semester, each quarter hour of credit is awarded 2/3 of a semester hour of credit. For example, a 5 quarter credit course converts to 3.33 semester credits.
2. In order for a course to be considered for transfer credit, the course must carry college credit and the student must have earned a grade of "C-" or better. (Although courses with grades below C- are non-transferable, the grade will count towards a student's admission eligibility and is used when calculating university honors at graduation time.)
3. Students will be given no more credit for a course than the credit granted at the other institution.
4. Remedial courses (i.e. not at college level) are not transferrable. These courses usually have course numbers starting with "0" and are in subjects such as reading, English, and math.
5. Courses taken as English as a Second Language (ESL) are not transferrable.
6. Courses will not transfer if they are considered occupational, vocational or technical in nature, do not meet Mercer's academic standards, or are not similar to disciplines offered by Mercer University.
7. For courses taken at technical schools, Mercer University does not accept general education courses offered at the diploma/certificate level.
8. Correspondence work will not be accepted for credit toward a degree
9. The maximum number of credits allowed for extension work (e.g. internships or practicums) of a non-correspondence nature is 12 semester credits
10. Courses considered for transfer credit must not be repeated courses or contain duplicate subject content.

Prior Learning Assessment

1. Mercer awards credit for Military education and experience using the ACE guide for the evaluation of military credit together with Mercer's own transfer policy. In order to be evaluated for possible transfer credit, an official Joint Services

Transcript must be submitted to the Office of the Registrar. Credit may also be granted for course completed at the Community College of the Air Force.

2. Credits may be awarded upon the successful completion of Challenge Examinations developed and administered by departments of colleges within the university and at their discretion.
3. Credit may be awarded for successful completion of some exams offered by the following programs Advanced Placement, CLEP, DANTES/DSST, ACT-PEP, International Baccalaureate, and Advanced Level A exams.
4. Individual colleges within the university offer credit via portfolio assessment. For more information regarding portfolio assessment, check the section of the catalog devoted to your college or consult your academic advisor.

Special Policies for Various Course Types

1. Physical Education-The maximum number of credits accepted for P.E. and general health courses (activity courses) is 3 semester credits.
2. No more than 32 combined semester credits may transfer from test/exams, portfolio evaluation, or military credit.
3. In order for a science course to fulfill the general education requirement the course must have a lab component. If not, the course will likely transfer as an elective
4. Individual colleges at Mercer may have additional rules regarding transfer credit including course and grade limitations. Please check the catalog section devoted to your college, the specific course description, or with your academic advisor for additional information.

Appealing the Transcript Evaluation

In some cases, students may not be satisfied with how their courses transferred into Mercer and may question the evaluation. In these cases, the student has the right to appeal the evaluation. Likely, the course description did not provide enough details for an accurate assessment to be made. In cases of appeal, the student may provide the class syllabus either to the evaluator or to the chair of the department. It may be possible that upon review of the syllabus, the evaluator can make a better assessment and change the credit previously granted. If not, the chair of the department will make the decision.

Advanced 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 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.

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. 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.

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 that 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.

Transfer Credit from Foreign Institutions

If a student wishes to transfer credits earned at a foreign institution to his/her record at Mercer, the student must supply the Registrar's Office with an official copy (still sealed in the original envelope) of a credit evaluation from a U.S. evaluation service (NACES or AACSCRAO); 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.

Class Auditing Regulations

Full and part-time students who audit courses are expected 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. Once registered in an audited course, students have the opportunity to change the registration of the course for credit through the end of the designated add/drop period. Courses that a student audits may not later be taken by that student for credit, nor may the student receive credit-by-exam for these 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. No full or part-time student may audit internships, practicums, or experiential learning courses, unless the dean or associate dean of the respective college or school grants special permission.

Full-time students may register to audit a course with the approval of the instructor and the Associate Dean. Audit permission is not an option available to students in the College of Health Professions or College of Pharmacy. Fees assessed for the audit and conditions for eligibility vary, so students interested in pursuing possible audit opportunities need to refer to the department specific regulations found in their College Handbook.

Class Attendance

The demand for registration in many undergraduate courses exceeds the enrollment capacity, with the result that these classes often "close" during the early and open registration periods. Some courses carry "Wait Lists" for students interested in registering for these courses should space become available. It is mandatory that students attend classes on the first class day of the semester. Students who are absent on the first class day who have not made prior arrangements with the instructor may be disenrolled from the course in order to allow registration of students on wait lists. Instructors monitor class attendance from the class start date through the official University census date, approximately 15 days minimum. This information is used to establish University enrollment counts.

Regular class attendance is expected in most courses. Faculty announce their expectations about attendance in course syllabi and in the handbook policies of the college of study. Special attendance policies pertain to students who observe religious practices; can document illnesses, family emergencies, or military obligations. 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 arrangement may appeal to the Office of the Dean of the college or school providing the course to review the instructor's decision. Instructors with concerns or questions regarding the legitimacy of a student's excuse should consult with the Office of the Dean of their college or school. A student with circumstances that require confidentiality and/or sensitivity may see the Associate Dean of Students or Associate Dean of their academic program for assistance in lieu of talking directly with faculty.

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.

Student Removal from Classes

Disruptive or dangerous behaviors can result in students being removed from classroom participation. In such cases, the student will be referred to the University Judicial System.

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.

Total Hours Earned:	Minimum Cumulative Grade Point Average:
0–16	1.40
17–32	1.70
33–48	1.80
49–63	1.90
64–128	2.00

(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.

	Minimum Normal Letter Graded* Hours	Required Semester GPA
President's List	12	4.00
Dean's Lists	12	3.55
Dean's Lists	8	3.66
*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.")

Posthumous Degrees and Degrees in Memoriam

In an effort to recognize the academic achievements of students who pass away near their degree completion, Mercer University may confer the Posthumous Degree or Degree in Memoriam upon students if, at the time of death, they had not completed degree requirements, but the conditions specified below are satisfied. This policy does not apply to honorary degrees which may be awarded under applicable criteria and procedures.

Posthumous Degrees

A Posthumous Degree is a degree that is conferred by the University to a deceased student. The degree is included as part of the University's official count of degrees.

For undergraduate degrees: Any student who at the time of death was in good standing and had successfully completed at least 75% of the degree requirements shall, upon the recommendation by the faculty, be awarded the degree posthumously. The remaining credits would have completed all degree requirements, and the cumulative and major GPA requirements must be met.

For graduate degrees: Any student who at the time of death was in good standing and had successfully completed a substantial portion of the program shall, upon the recommendation by the faculty, be awarded the degree posthumously. For a master's degree program without a thesis requirement, the deceased student had successfully completed 75% of the degree requirements. For a master's degree program with a thesis requirement, the student must have successfully completed 75% of the coursework and a substantial draft of the thesis that has been reviewed and recommended by the advisory

committee as warranting conferral of the master's degree posthumously. For a doctoral degree, the deceased student must have advanced to candidacy and completed a substantial draft of the dissertation that has been reviewed and recommended by the dissertation committee as warranting conferral of the doctoral degree posthumously. The remaining credits would have completed all degree requirements, and the cumulative and program GPA requirements must be met. Students enrolled in an Ed.S. program at the time of death will follow the eligibility requirements for the master's degree regarding the conferring of a Posthumous Degree.

Degrees in Memoriam

A Degree in Memoriam is a recognition provided to honor a deceased student's progress toward the degree. Any student who was in good standing at the University at the time of his or her death and had successfully completed at least 30% of the degree requirements may be awarded a Degree in Memoriam. The Degree in Memoriam is not included in the University's official count of degrees.

The student's family member or designee must initiate the request by contacting the respective college/school dean. If approved by the dean, the recommendation is sent to the Office of the Registrar for records verification. The University Registrar will forward the recommendation to the Provost. If the Provost endorses, the recommendation will be sent to the President for final approval. If approved by the President, the diploma with a letter from the President will be delivered to the family.

The diploma and any other record of the degree's conferral will include the notation that the degree was given in Memoriam.

Extraordinary Circumstances

Requests for consideration that do not meet the above criteria may also be considered when extraordinary circumstances, such as outstanding service to the University, prevail. In these situations, a request for award of the degree must be reviewed and favorably recommended by the appropriate dean and approved by the Provost and the President.

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

The University does not provide copies of official transcripts 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 Stetson-Hatcher School of Business

Julie Petherbridge, *Interim Dean/Associate Professor*

Tammy Crutchfield, *Senior Associate Dean Macon Campus/Professor*

Vijaya Subrahmanyam, *Associate Dean Atlanta Campus/Professor*

James L. Hunt, *Associate Dean of Macon Graduate Programs/Professor*

Jordan M. Blanke, Susan P. Gilbert, Allen K. Lynch, Gina L. Miller, Faye A. Sisk, Charles H. Andrews (Emeritus), G. Russell Barber, Jr. (Emeritus), William Carl Joiner (Emeritus), M. B. Neace (Emeritus), Austin C. Schlenker (Emeritus), and Lloyd J. F. Southern (Emeritus), *Professors*

Carol J. Cagle, Elizabeth Chapman, Jeffrey Gilbert, Andres Marroquin, Nicholas Marudas, Laura Morrow, Etienne Musonera, Geoffrey Ngene, Myriam Quispe-Agnoli, Robi Ragan, and Antonio Saravia, *Associate Professors*

Juanita K. Forrester, Greg McAmis, Arnab Nayak, Ania Rynarzewska, Agnieszka Shepard, Briana Stenard, Kenneth Tah, and Nikanor Volkov, *Assistant Professors*

Sean S. Chen, Russell Jon Ciolekiewicz, John Gordon, Stephanie Howard, Jasna Marker, and Stephanie B. Morris, *Lecturers*

The Mission of Mercer University's School of Business and Economics

Mission Statement

The Stetson-Hatcher School of Business (SHSB) delivers career focused business education to develop innovative leaders and responsible global citizens.

The fulfillment of SHSB's mission is guided by its strategic plan, SHSB Aspires! In short, SHSB 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 SHSB an excellent choice for high caliber business students – and our graduates, a top choice for employers.

Accreditation

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

Code of Conduct

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

assignments. Cases of alleged infractions of these procedures and/or prescriptions shall be governed by the policy for appeals and exceptions set forth below.

Exceptions and Appeals

Exceptions to policy or appeals of policy decisions and/or grades must be made in writing to the appropriate faculty member and the Dean's Office of the School of Business, no later than 30 days from the completion of the term in which the course was offered. If the student and faculty member do not come to an agreement regarding the grade appeal, the Dean's office will review the appeal and make a final decision, in writing.

Undergraduate Degrees

The School of Business offers the Bachelor of Business Administration (BBA) degree in both Douglas County and Henry County, with the option of majoring in Accounting, General Business, Human Resource Management, Management, and Marketing.

Graduate Degrees

The School of Business offers the Evening Master of Business Administration (MBA), the Combined MBA/JD, the Health Care MBA, and the Innovation MBA on the Macon campus, with further descriptions in this section of the catalog. The SHSB Atlanta campus offers an Evening MBA, Full-Time MBA, Online MBA, Two-Year MBA, Master of Accountancy, Combined MBA/MAcc, Combined MBA/PharmD, Combined MBA/MDiv, Combined MBA/DPT, and Master of Science in Business Analytics. Additional information for each program can be found in the Graduate Studies section of the Atlanta and Macon catalogs.

Study Abroad Program

The School of Business 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, taken as BUS 413 (for undergraduate students) or BUS 620 (for graduate students)-Business Studies Abroad, carries three (3) hours of credit in international business. 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.

UNDERGRADUATE PROGRAMS POLICIES AND PROCEDURES

Admission

The School of Business 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 nationally accredited college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any other nationally 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 nationally 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 nationally 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 nationally accredited four-year institution, except for MGT 498, which must be taken in residence. Upper division credit for the business core courses (BUS 350, ECN 301, ECN 302, ECN 303, FIN 362, MGT 363, and MKT 361) taken at a two-year institution can be obtained by:
 - a. Taking the CLEP test (if available) and earning a score of 50 or above, or,
 - b. Taking an upper-division course (300- or 400-level) in the same discipline and passing with a grade of C or better. This would validate the lower-division course work, thereby satisfying the core requirement. Validation of the course does not reduce the number of upper division hours needed to graduate.

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

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 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 major. A maximum of 6 hours of additional special topics credit may be taken outside the major 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.

Graduation with Honors

Candidates for Bachelor's degrees with a grade-point average of 3.50 will receive their degrees cum laude; those with an average of 3.70, magna cum laude; those with 3.85, summa cum laude. To be eligible for honors, a student must have earned a minimum of 32 semester hours and at least a 3.50 GPA at Mercer. In determining the average of students with any transfer credit, the total average and the Mercer average separately will be taken, and the student will be given the standing of the lower of these two averages. All college work attempted, including D's and F's for which transfer credit has not been awarded, will be included in the calculation of the cumulative grade point average for graduation with honors.

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

School Honors at Graduation

Honors may be earned independently from overall undergraduate honors (cum laude, magna cum laude, summa cum laude). The school'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 major. (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 major, and a combined grade point average of 3.75 or higher on all courses in the core curriculum and major at Mercer and at other institutions from which credit is received.)

The Special Consideration Programs for School of Business

SCP for SHSB Students and Graduates. The Stetson-Hatcher School of Business (SHSB) Special Consideration Program may be granted to students completing a Bachelor of Business Administration (BBA) degree or a Business minor at Mercer University within two years of the completion of the Bachelor's degree. To be considered for the Special Consideration Program, applicants must meet the following conditions:

- a) All BBA degree requirements have been met, and
 - Minimum of 30 semester hours of undergraduate coursework completed at SHSB, and
 - 32 semester hours completed at Mercer.
- b) Overall 3.0 grade point average (GPA) at Mercer (including transfer hours)
- c) 3.0 GPA for business core curriculum courses (including transfer hours)
- d) Earned grade C or better in ALL business courses taken at Mercer
- e) A 3.0 GPA in the Business minor (in addition to an overall 3.0 GPA at Mercer)

GPA requirements must be maintained through graduation to receive Special Consideration.

SCP for Non-Business Students and Graduates. Special Consideration to Mercer MBA programs may also be granted to students completing a non-business undergraduate degree at Mercer University. To be considered for The Special Consideration Program, a non-business degree student must meet the following conditions:

- a) All undergraduate degree requirements have been met, and
 - Minimum 32 semester hours completed at Mercer.
- b) Completed minimum math and statistics courses, including
 - At least STA 126 or MATH 220, and
 - Completed MAT 191 or MAT 141 or MATH 130.
- c) Overall 3.0 GPA at Mercer (including transfer hours)
- d) 3.0 GPA for business core curriculum courses, including transfer hours (if applicable)
- e) 3.0 GPA for major courses at Mercer
- f) Earned grade C or better in ALL business, math, and major courses taken at Mercer

GPA requirements must be maintained through graduation to receive Special Consideration.

SCP for the Macon Innovation MBA. Special Consideration to Mercer MBA programs may also be granted to students who are employees of Robins Air Force Base and who have an overall undergraduate grade point average of 3.0 (including transferred hours).

SCP for the Macon Health Care MBA. Special Consideration to Mercer MBA programs may also be granted to students who are employed in a health care field and who have an overall undergraduate grade point average of 3.0 (including transferred hours).

SCP for the Juris Doctor/Evening MBA. To be considered for Juris Doctor/Evening MBA SCP, a student must be enrolled at the Walter F. George School of Law as a 1L (first-year) student, and must have an overall law school grade point average of 78 or higher.

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 School of Business. 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 SHSB Director of Career Management Services. Each internship must be approved by the SHSB Office of Academic Affairs or the Program Director. An internship carries one (1) hour of academic credit per semester, and can be repeated once for an academic career maximum of two (2) credit hours. 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 major. 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 hours taken for a major, to include courses transferred from other institutions;
4. Completion of the general education requirements;
5. Completion of the mathematics, communication, statistics, and computer science courses required for the major earned;
6. Completion of the courses required in the Business Core;
7. Completion of the courses and any other requirements for a major;
8. Completion of a minimum of 32 hours from Mercer University and 30 semester hours from the School of Business. Students may count all economics courses taken in the School of Business 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 major will count toward meeting the SHSB minimum 30 semester-hours requirement. MGT 498 must be taken in residence;
9. Completion of all but six hours of the major in residence;
10. Complete the senior assessment examination;
11. The recommendation of the faculty.

CURRICULUM

Students seeking the Bachelor of Business Administration degree in the regional academic centers must successfully complete the general education requirements, the business core curriculum courses, and major requirements. The School of Business normally works with the College of Professional Advancement 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) [SHSB Atlanta, Douglas, Henry, and Online]

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; PHIL 215; 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.

Majors

Accounting Major

(21 Hours)

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

ACC 371 Intermediate Financial Accounting I
ACC 372 Intermediate Financial Accounting II
ACC 373 Intermediate Financial Accounting III
ACC 375 Tax Accounting
ACC 431 Auditing

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

General Business Major

(18 hours)

The Bachelor of Business Administration degree program enables students to develop the administrative, analytical, decision-making, communication and computer skills necessary to succeed in today's managerial driven world. The General Business Major allows students greater flexibility in selecting courses that correspond to life and career goals.

Students may create their own area of study by selecting six 300-400 level courses from one or more business disciplines (ACC, BUS, ECN, FIN, MGT, or MKT). Some example areas of study are: accounting, business administration, finance, financial resources management, management, marketing, or other areas as designed by the student.

Human Resource Management Major

(18 Hours)

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

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

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

Management Major (21 hours)

Students may choose to major in Management. The five (5) required courses are:

- MGT 423 Organizational Behavior or MGT 424 Organizational Theory
- MGT 427 Entrepreneurship
- MGT 428 Leadership
- MGT 429 Human Resource Management
- MGT 472 International Management & Marketing

In addition, students must complete two (2) additional courses, which may include 300-400 level Management (MGT) courses and/or BUS 348 Employment Law and/or FIN 471 Mergers and Acquisitions and/or MKT 475 Marketing Management and/or additional courses as approved by academic advisor.

Marketing Major (21 hours)

Students may choose to major in Marketing. The four (4) required courses are:

- MKT 415 Marketing Research
- MKT 442 Consumer Behavior
- MKT 474 Marketing and Digital Analytics
- MKT 475 Marketing Management

In addition to the four required courses, majors must choose nine additional hours from the following courses: any MKT course numbered 400 or higher, MGT 427 Entrepreneurship, or MGT 420 Event Management. Courses should be selected in consultation with the student's academic advisor. No more than 3 credit hours can be earned in special topics or individualized research courses.

Free Electives: (15-18 hours)

Total Graduation Requirements: (120 hours)

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 program of study to include courses in alternate disciplines or seek a minor outside business.

Minors 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 or Marketing. 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. The requirements for a minor in Marketing are: MKT 361, MKT 415, MKT 475, and MKT 442. 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 School of Business 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. *

ACC 371. Intermediate Financial Accounting I (3 hours)

Prerequisites: ACC 204 and 205.

A study of the theory and principles underlying financial statements. Concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the income statement and the balance sheet. Basic financial statement analysis. Study in depth of theory and issues related to recognition and measurement of cash, receivables, inventories and revenue. *

ACC 372. Intermediate Financial Accounting II (3 hours)

Prerequisite: ACC 371.

A continuation of ACC 371. Study in depth of theory and issues related to accounting and the time value of money, and recognition and measurement of property, plant and equipment, depreciation, intangible assets, current liabilities, long-term liabilities, and stockholders' equity. Preparation of the statement of cash flows. *

ACC 373. Intermediate Financial Accounting III (3 hours)

Prerequisite: ACC 372.

A continuation of ACC 372. Study in depth of theory and issues related to accounting for earnings per share, investments, income taxes, pensions and leases, accounting changes and error analysis, full disclosure, and constant dollar and current cost accounting. *

ACC 375. Tax Accounting (3 hours)

Prerequisites: ACC 204 and 205.

A study of the basic principles and concepts of federal income taxation of business entities (sole proprietorships, partnerships and limited liability entities, C corporations and S corporations). Brief coverage of Federal taxation of individuals. *

ACC 377. Cost Accounting (3 hours)

Prerequisites: ACC 204 and 205.

A study of the utilization of cost data in planning and controlling activities. Internal and external data are woven into the planning models. Specific areas are: process, job order, standard, functional relationships, and budgeting. *

ACC 421. Accounting Information Systems (3 hours)

Prerequisites: ACC 371.

The course presents an introduction to the study of computer-based accounting systems with a primary focus on basic system documentation and design. Other topics covered include information system applications, internal controls and system security, auditing procedures related to the accounting system, and accounting system applications. *

ACC 431. Auditing (3 hours)

Prerequisites: ACC 371, MATH 220.

Corequisite: ACC 372 or consent of the instructor.

A study of objectives, standards, and procedures involved in examining and reporting on financial statements of business organizations by independent auditors. *

ACC 436. Advanced Accounting (3 hours)

Prerequisites: ACC 371, 372, and 373, or consent of the instructor.

A study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and nonprofit organizations. *

ACC 477. Special Topics in Accounting (Subtitle) (3 hours)

Prerequisites: junior or senior standing and the consent of the instructor.

An intensive study of some significant topic in accounting not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course. This course may be repeated multiple times with department approval.**

ACC 478. Research in Accounting (Subtitle) (1-3 hours)

Prerequisites: junior or senior standing and the consent of the instructor.

A research-oriented course focusing on an important topic in accounting not otherwise covered in the school's offerings. The course features student research, independent study, and discussion.**

ACC 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

Individual research leading to the completion of an honors thesis. Students admitted into the honors program register for one credit hour in each of three successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned. *

BUSINESS (BUS)

BUS 318. Internship in Business (1 hour per term)

Prerequisites: sophomore status, minimum 2.5 GPA, and 9 or more credit hours in business courses.

A practical work experience with a business or similar entity related to a student's career interest. Arrangements between the University and the entity providing the work experience will be coordinated by the Office of Student Development 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 towards a major. May be repeated once. **

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 348. Employment Law (3 hours)

Prerequisite: BUS 346.

This course will explore the legal and ethical environment of the workplace. It will examine issues pertaining to the employment relationship, such as employment at will, wrongful discharge, arbitration agreements, covenants not to compete, nondisclosure agreements and privacy. It will discuss the many challenges regarding claims of discrimination, including those of race, gender, affinity orientation, religion, national origin, age and disability. *

BUS 349. Management Information Systems (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.

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 413. Business Studies Abroad (3 hours)

Prerequisites: ECN 441 or 444, or FIN 451, or MGT/MKT 472; or consent of the instructor.

Travel to a foreign country would be required. This involves visitation to corporations, factories, banks and government organizations. Students are given a reading list and a basic book on international business as early as three months in advance and are required to attend lectures on different topics prior to the trip. A research topic will be chosen based on the student's interest or based on the itinerary presented by the coordinator of the studies abroad. Students will present their research to the class upon return to Atlanta/Macon. Usually faculty are invited to attend the presentations. Direct costs such as airfare, meals and lodging are added to normal tuition charges. *

BUS 477. Special Topics in Business (Subtitle) (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. Corporate Finance (3 hours)

Prerequisites: FIN 362; MATH 220 or 226.
A continuation of FIN 362. Students will study issues related to agency problem, economic value added, time value of money, capital budgeting, cash flow analysis, cost of capital, capital structure, dividend policy and working capital management. (Mac)**

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 420. Event Management (3 hours)

Prerequisites: MGT 363 and MKT 361.
This course addresses the lifecycle of an event and the preparations needed to ensure its success. An emphasis is placed on formal project management and professional event coordination. **

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.

This course is a philosophical and sociological study of organizations. Particular attention will be given to various ways to make sense of organization theory from a historical perspective. Topics such as organizational structure, design, systems, materiality, technology, culture, power, knowledge, change, and innovation are approached from different theoretical perspectives. Students are encouraged to critically reflect about how these topics relate to organizational dynamics and development.

MGT 427. Entrepreneurship (3 hours)

Prerequisites: MGT 363; MKT 361.

The entrepreneur is someone who undertakes a venture, organizes it, raises capital to finance it, and assumes all or a major portion of the risk. This course typically covers profiles of entrepreneurs, means of going into business, venture opportunities, and the financial aspects of becoming an entrepreneur. Extensive case studies and projects are required. Each student also develops a business plan. **

MGT 428. Leadership (3 hours)

Prerequisite: MGT 363.

This course presents a study of the theory and practice of leadership, particularly as it applies to concepts that deal with social interaction and interpersonal behavior and how the manager influences others through leadership. Examples of real and fictional leaders are discussed. *

MGT 429. Human Resource Management (3 hours)

Prerequisite: MGT 363. MGT 423 recommended.

A study of the modern personnel function. The assumption will be made that the personnel/human resource department has the responsibility of developing the human resources of organizations. Topics covered include: recruitment, employee selection, training, performance appraisal, wage and salary administration, employee benefits, safety management, and collective bargaining. **

MGT 433. Labor-Management Relations (3 hours)

Prerequisite: MGT 363.

Examination of the historical development and current status of collective bargaining; identification of the role of the three actors (labor, management, and government) in the practice of collective bargaining; study of the impact of recent institutional, legislative, and economic developments on labor-management relations. **

MGT 450. Total Quality Management (3 hours)

Prerequisite: MGT 363.

This course explores the principles, tools, and issues relating to total quality management. Students learn the foundations of total quality based on the teachings of Deming, Juran, and others. The basic tools and techniques for quality improvement as well as quality design are explored, as well as the principles of customer focus, teamwork, empowerment, leadership, and incorporating quality into the strategic process as a competitive tool. A comprehensive project enables 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 472. International Management and Marketing (3 hours)

(Cross-listed with MKT 472)

Prerequisites: MGT 363 and MKT 361.

Study of marketing and management issues facing business managers in an international setting. Primary emphasis is on the study of the development and adjustment of marketing and management strategies within the framework of the diverse socio-cultural, political/legal, economic and other environments that exist in the world. Students may not receive credit for both MGT/MKT 472 and BUS 364, in extended education. *

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 STA 126.

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 422. Public Relations (3 hours)

Prerequisite: MKT 361.

Introduction to Public Relations for business provides practical and theoretical insights into the world of public relations. The goal of this course is to introduce students to the field and familiarize them with fields' best practices to help organizations of any size build successful relationships with their stakeholders.**

MKT 430. Services Marketing (3 hours)

Prerequisite: MKT 361.

The U.S., as well as much of the world economy, is dominated by services. In the U.S. approximately 75% of the labor force, 70% of the GNP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, business school courses traditionally have focused on the manufacturing sector of the economy. This course is

designed for students who may be interested in working in service industries and will address the distinct needs and problems of service firms in the area of marketing. The primary theme of the course is that service organizations (e.g., banks, educational institutions, hospitals, hotels, professional services, transportation companies) require a distinctive approach to marketing strategy, both in its development and execution.

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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 437. Social Media Marketing (3 hours)

Prerequisite: MKT 361.

An introduction to the basic principles of Social Media Marketing and the marketing environment, with a focus on development of an understanding of the ethical planning, implementing, and controlling of Social Media Marketing activities on a local, national, and international scale. In addition, the course will investigate the role of the Social Media marketing function in planning and implementing objectives of the firm, and examine the relationship of social media with consumer markets, industrial markets, channels of distribution, product and pricing policies, promotion, and control. **

MKT 442. Consumer Behavior (3 hours)

Prerequisite: MKT 361.

Includes study of consumer motives, attitudes, expectations, and behavior, and their relationship to developing effective marketing programs. *

MKT 472. International Management and Marketing (3 hours)

(Cross-listed with MGT 472)

Prerequisites: MGT 363 and MKT 361.

Study of marketing and management issues facing business managers in an international setting. Primary emphasis is on the study of the development and adjustment of marketing and management strategies within the framework of the diverse socio-cultural, political/legal, economic and other environments that exist in the world. Students may not receive credit for both MGT/MKT 472 and BUS 364, in Extended Education. **

MKT 474. Marketing and Digital Analytics (3 hours)

Prerequisites: MKT 361 and MKT 415.

This course focuses on introducing students to statistical and analytical techniques in marketing and provides students with an opportunity to directly apply content from Principles of Marketing, and Research Methods courses in applied analytical environment. Topics will include but are not limited to email, mobile and social media analytics. Students will learn the principles of A/B testing and segmentation. Students will be able to work on a project where they define a problem, develop a detailed statistical analysis that aids in the understanding of a problem. Practical recommendations and potential solutions will be a critical component of the project. **

MKT 475. Marketing Management (3 hours)

Prerequisites: MKT 361 and 415; MGT 363; MATH 220, and senior standing.

Study at an advanced level of the major issues and problem areas facing marketing executives; emphasis at the policy-setting level; public and non-profit organizations will be included; strong consideration of the consumer, legal, economic, and political environments and their impact on decision-making; in-depth cases, discussion, and lectures. *

Tift College of Education

Thomas R. Koballa, Jr., *Dean/Professor*

Jeffrey S. Hall, *Associate Dean/Associate Professor*

Robert Helfenbein, *Associate Dean/Professor*

Loleta Sartin, *Associate Dean/Associate Professor*

Mary Kay Bacallao, Joseph L. Balloun, Penny L. Elkins, Jianhua Feng, and Susan C. Malone, *Professors*

Sharon Murphy Augustine, Olivia Boggs, Lucy Bush, Sylvia Y. Cain, Sherah Betts Carr, Andrew L. Grunzke, Carol A. Isaac, Margie W. Jones, Sybil Anne Keesbury, Pamela A. Larde, Vicki L. Luther, Kelly Reffitt, Wynnetta A. Scott-Simmons, Michelle Vaughn, and Jane West, *Associate Professors*

Karyn Allee-Herndon, Cynthia Anderson, Felicia Baiden, H. Justin Ballenger, Susan O. Cannon, Deana Ford, Melissa A. Jurkiewicz, Sara Luke, Robbie J. Marsh, Susan Morrissey, Leah Panther, Katherine Perotta, Meenaskshi Sharma, Elaine Thurmond, and N. Jean Walker, *Assistant Professors*

Judy Hames, *Visiting Assistant Professor*

Carlene Russell, *Director of Candidate Program Progression and Certification Official*

Kristin Doss, *Director of Field Placement*

Rebecca Grunzke, *edTPA Coordinator/Instructor*

Sheila Thompson, *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 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. Foster commitment to live as an engaged and informed citizen.
9. Foster reflection on one's life and learning experience.
10. Encourage a respect for intellectual and religious freedom.

College of Education Programs

Bachelor of Science in Education

Master of Arts in Teaching (offered in Atlanta, Henry, and Macon)

Master of Education (see Graduate Programs)

Specialist in Education (see Graduate Programs)

Doctor of Philosophy (offered in Atlanta) (See Graduate Programs)

All programs leading to certification are approved by the Georgia Professional Standards Commission.

Undergraduate Programs

The College of Education offers the following undergraduate programs in teacher education in the Regional Academic Centers:

Early Learning and Development (Note: This program does not lead to certification.)

Elementary/Special Education General Curriculum (P-5 certification)

Middle Level Education (4-8 certification) – Henry, Douglas, and Macon Centers only

(Applications for the Middle Level BSED in Macon are suspended for the 2020-2021 academic year.)

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 a nationally 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 Elementary/Special Education General Curriculum and Middle Level Education through the Regional Academic Centers (the Middle Level Education program is offered only in Henry, Douglas, and Macon). 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 College of Education, initial certification-only students must hold a bachelor's degree from a nationally 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 College of Education through the Regional Academic Centers Admissions

Office, they should begin the process of seeking admission to the Teacher Education Program by contacting their College of Education chair or academic advisor.

Satisfactory-Unsatisfactory Grading Option

Students seeking an undergraduate degree in the 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

The 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 or online through the Registrar's Office.

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.

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

INSY 102, LBST 275, LBST 280, COMM 370, or Any Foreign Language

Religion: (3 hrs.)

RELG 110; RELG 115; RELG 120; RELG 130; RELG 215; RELG 220; RELG 225; RELG 320; RELG 356

Humanities/Fine Arts: Choose 1 from each group. (6 hrs.)

Group 1: COMM 251; GLEN 245; 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; LITR 356; LITR 370

Group 2: ARTH 101; COMM 104; COMM 205; HUMA 115; HUMA 215; LBST 250; LBST 255; MUSC 150

Behavioral/Social Sciences: (3 hrs.)

PSYC 111; SOCI 111; GEOG 301; GLEN 235

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 College of Professional Advancement):

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 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 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 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 any 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. Students must earn a grade of B or higher in EDUC 283.
5. Have passed any 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, or other exemption criteria as noted at gapsc.com.
6. Have completed the GACE Educator Ethics Assessment. (see www.gapsc.com).
7. Have declared a major in teacher education.
8. Have submitted an application for admission to Teacher Candidacy 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 Pre-Service 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. Students must earn a grade of B or higher in EDUC 283.

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 Educator Ethics Assessment and have submitted complete score reports to the appropriate Certification Office.
6. Have met all state requirements for certification.

Repeating Courses

A grade point average of at least 2.75 is required in all professional education courses. Students also must maintain a 2.75 GPA or better in all courses required for the major, including courses required for areas of concentration in middle grades and for certification in secondary and special subjects (P-12).

Students must earn a minimum of a C (or Satisfactory in S/U courses) in all required courses for certification and a grade of B or higher in EDUC 283. Students may repeat no more than two (2) such courses. If a student receives less than a C (or Unsatisfactory in S/U courses) in more than two (2) education courses, the student will be dismissed from the Teacher Education Program. A teacher education course may be repeated only one time.

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.

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 fall and spring semester. Candidates are responsible for being aware of the application period and must apply during the 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 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 College of Education certification candidates with detailed instructions on applying for the Pre-Service certificate from the College of Education 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 Certificate by GaPSC. No candidate may begin 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 assessment (Test Code 360).

See <http://gace.ets.org/ethics/about> for more information.

- Obtain Tort Liability Coverage.

(All school systems with which Mercer University maintains a partnership for field experiences require a clear criminal history and liability insurance before the student may be placed in a school. Securing criminal history clearance and maintaining insurance coverage 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.

Liability Insurance

Teacher education students are required to obtain Tort Liability Insurance prior to any field experience.

This insurance may assist with 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) <https://gae.org> or Student Professional Association of Georgia Educators (SPAGE). www.pagefoundation.org.

ELEMENTARY EDUCATION AND SPECIAL EDUCATION GENERAL CURRICULUM

The Elementary Education and Special Education General Curriculum 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.

Program Goals

The Elementary Education 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 educator 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 Elementary Education 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 educator. (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)

ELEMENTARY EDUCATION/SPECIAL EDUCATION

B.S.Ed. Degree

120 Semester Hours

Requirements

General Education Requirements:30 hours

Professional and Pedagogical Studies:.....29 hours

- EDUC 205. Preparing the Elementary Environment
- EDUC 220. Foundations of Education
- EDUC 257. Psychology and Development of the Learner
- EDUC 283. Fundamentals of Special Education
- EDUC 398. Fieldwork I
- EDUC 399. Fieldwork II
- EDUC 485. Professional Practicum
- EDUC 492. Student Teaching

Content Studies:51 hours

- EDUC 210. Instructional Technologies for Teaching and Learning
- EDUC 226. Health, Nutrition, and Safety
- EDUC 330. Exploration of Learning Creative Arts
- EDUC 358. Nature of Learners with Special Needs
- EDUC 376. Content and Learning Language Arts
- EDUC 377. Effective Reading and Writing Methods and Materials
- EDUC 378. Children's Literature Across the Curriculum
- EDUC 403. Connecting the Home, School, and Community
- EDUC 405. Classroom Management
- EDUC 421. Science for All Learners
- EDUC 428. Content and Learning Social Studies
- EDUC 450. Intervention Strategies for Learners with Special Needs
- EDUC 451. Assessment and Evaluation in SPED and Elementary Education
- EDUC 452. Diagnosis and Remediation of Reading and Writing
- EDUC 457. Teaching Mathematics for Elementary Education: Number Sense & Operation
- EDUC 458. Teaching Mathematics for Elementary Education: Geometry, Measurement, & Data Analysis
- EDUC 459. Integrated Curriculum and Instruction

Electives:10 hours

Portfolio0 hours

TOTAL120 semester hours

MIDDLE LEVEL EDUCATION

The goal of the Mercer University College of Education is to prepare middle level educators as Transforming Educators 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 Educator. **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

120 Semester Hours

Requirements

General Studies:.....minimum 30 hours

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

- EDUC 210. Instructional Technologies for Teaching and Learning
- EDUC 220. Foundations of Education
- EDUC 283. Fundamentals of Special Education
- EDUC 356. Psychology and Development of the Adolescent Learner
- 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 51 hours

- EDUC 360. Introduction to Middle Level Schooling
 - Two Concentration Methods Courses, chosen from the following:
 - EDUC 422. Teaching of Science for MLE and EDUC 455. Teaching of Mathematics for MLE
 - EDUC 429. Teaching of Social Studies for MLE and 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 (5 content courses)*
 - Concentration II (5 content courses)*
- *1 course from each concentration will overlap with general studies

Portfolio0 hours

Electives.....7 hours

TOTALminimum 120 hours

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

MIDDLE LEVEL CONCENTRATIONS

Language Arts Concentration

- EDUC 379: Young Adult Literature
- English Language or Writing (choose 1: ENGL 323, LITR 334)
- Cultural/Ethnic/Women’s/World Literature (ENGL 356, 370, LITR 407)
- British Literature (LITR 447)
- American Literature (LITR 277, LITR 477)
- EDUC 466: Teaching English/Language Arts MLE

Mathematics Concentration

- MATH 130: Topics in Pre-calculus
- MATH 129: Modeling Functions w/Graphs and Tables
- MATH 160: College Geometry
- MATH 140: Applied Mathematics
- Additional Math Course (Choose 1: MATH 150, 181, 220, 282, 310)
- EDUC 455: Teaching Mathematics for MLE

Science Concentration

SCIE 100: Methods of Scientific Investigation

Earth Science Course (PHYS 106)

Life Science Course (SCIE 215)

Chemical/Physical Science Course (SCIE 220)

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

EDUC 422: Teaching Science MLE

Social Studies Concentration

Western Civilization Survey (HIST 101, 102, or 220)

American History/Government Course (Choose 1: HIST 201, HIST 202, POLS 100, or HIST 368: Georgia History)

Geography Course (choose 1: GEOG 301 or EDUC 390: Geography for Teachers)

Social/Ethnic/Non-Western World Studies (choose 1: HIST 200 or SOCI 200)

EDUC 429: Teaching Social Studies for ML

EARLY LEARNING AND DEVELOPMENT PROGRAM

The Bachelor of Science in Education degree with a major in Early Learning and Development (ELAD) is designed for individuals who wish to teach children from birth to age five in various settings. This degree program does not lead to teacher certification in Georgia. The Early Learning and Development program will assist the student in acquiring a broad educational foundation that will prepare him or her for a profession in early learning and development. Each 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 childcare centers and other early learning and development settings.

Goals of Mercer University's Early Learning and Development (ELAD) Program

1. To prepare early learning and development professionals.

Graduates of the Early Learning and Development program will be qualified for administrative, non-certified teaching, or social service positions with childcare centers, Head Start programs, Pre-Kindergarten, infant/toddler care, 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 learning and development 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 Learning and Development degree program will provide opportunities for those employed in early care and education settings to

achieve personal and professional growth as they pursue a Bachelor of Science in Education degree.

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 Learning and Development Program Outcomes

Candidates who complete the Bachelor of Science in Education degree with a major in Early Learning and Development are professionals in early care and education who will promote the success of all young learners from birth through five years of age by:

1. using understanding of typically and atypically developing young children's characteristics, needs, and 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. 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. influencing positively children's development and learning by 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 and in partnership with families and other professionals. **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 elementary profession; knowing and using ethical guidelines and other professional standards related to elementary 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**

Admission to the Early Learning and Development Program

To be fully admitted to teacher candidacy in the ELAD program, 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,
5. Have completed the GACE Educator Ethics Assessment. (see www.gapsc.com).
6. Have declared a major in teacher education.
7. Have submitted an application for admission to Teacher Candidacy in the semester prior to registering for any restricted 300 and 400 level education courses.
8. Submit Bright from the Start Comprehensive Background Check.

After a student is fully admitted to teacher candidacy in the ELAD program, he/she must:

1. Maintain a cumulative GPA of 2.5 or better.
2. Maintain a 2.75 or better in all education courses required for the major.
3. Successfully complete all education courses. An ELAD student 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.
4. 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.

EARLY LEARNING AND DEVELOPMENT

B.S.Ed. Degree

120 Semester Hours

Requirements

General Education Requirements:**30 hours**

Professional and Pedagogical Studies:.....**45 hours**

- EDUC 205. Preparing the Elementary Environment
- EDUC 210. Instructional Technologies to Improve Teaching and Learning
- EDUC 220. Foundations of Education
- EDUC 226. Health, Nutrition, and Safety
- EDUC 283. Fundamentals of Special Education
- EDUC 378. Children’s Literature
- ELAD 230. Learning Through Play and Exploration
- ELAD 240. Inquiry-Based Curriculum for Infants and Toddlers
- ELAD 300. Integrated Curriculum: Preschool through Kindergarten
- ELAD 310. Emergent Literacy in Young Children

- ELAD 360. Positive Guidance for Young Children
- ELAD 405. Classroom Management for Early Learning and Development
- ELAD 422. STEM and the Youngest Learner
- ELAD 410. Kindergarten Language Arts and Reading
- ELAD 420. Kindergarten Numeracy, Spatial Sense, and Measurement

Child Development Studies: 13 hours

- EDUC 257. Psychology and Development of the Learner
- ELAD 330. Creative Arts for Young Children
- ELAD 210. Characteristics of Typical and Atypical Early Childhood Development
- ELAD 483. Child Development Practicum

Observation and Assessment Studies: 10 hours

- ELAD 370. Observation and Assessment of Young Children
- ELAD 400. Classroom Strategies and Interventions for Young Children
- ELAD 486. Observation and Assessment Practicum

Child Care Administration Studies:..... 10 hours

- ELAD 350. Program Administration in Diverse Settings
- ELAD 403. Building Home, Early Learning, and Community Partnerships in Early Learning and Development Settings
- ELAD 484. Child Care Administration Practicum

Approved Electives 12 hours

Portfolio 0 hours

Total..... 120 semester hours

Field Experience for Early Learning and Development (ELAD)

Field experience is an integral part of the program. Each candidate is expected to complete field experiences in diverse settings related to child development, pedagogy, and program administration. Field experiences for ELAD are coordinated with the ELAD faculty advisor, and additional fees will be assessed for each field experience course. Each candidate should meet with the ELAD faculty advisor and apply for the field experience during the application period. The application period is open during specified dates each fall and spring semester. Candidates are responsible for being aware of the application periods and must apply during that period prior to the semester of the field experience.. Candidates must check listserv messages and the Office of Field Placement website often. The Office of Field Placement requires a clear criminal history and liability insurance before the student can be placed in a field experience setting. It is the candidate's responsibility to secure and maintain criminal history clearance and insurance coverage. All field experiences must be completed in a Quality Rated or Y NAEYC Early Learning Center.

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 ELAD course, plus EDUC 356, 360, 378, 379, and ELAD 330). 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.

4 + 1 Bridge Pathway to MAT for Non-Education Students

Tift College offers specific terms below for the 4+1 Bridge Program in Education.

- A. Mercer University will offer the opportunity for eligible students to earn a Bachelor's degree and a Master's of Arts in Teaching (MAT) degree in either Elementary Education, Middle Grades Education, or Secondary Education over the course of approximately five years of full-time study.
- B. In the 4+1 Bridge Program in Education, students will have three phases of study:
 - a. Phase 1: Beginning Study Solely during Undergraduate Student Status
 - i. Before the Junior year
 - ii. Before admission to this 4+1 Bridge program
 - b. Phase 2: Advanced Study in MAT Coursework while in Undergraduate Student Status
 - i. During the Junior and/or Senior years
 - ii. After admission to this 4+1 Bridge program
 - c. Phase 3: Graduate Study Solely in Graduate Status
 - i. After completion of the Mercer undergraduate degree
 - ii. After admission to this program.
- C. The up-to-four courses that students may take during Phase 2 are:
 - a. EDUC 220. Foundations of Education
 - b. EDUC 356. Psychology and Development of the Adolescent Learner– OR – EDUC 257. Psychology and Development of the Learner
 - c. EDUC 283. Fundamentals of Special Education
 - d. EMAT 604. Planning for Instruction and Assessment in Elementary Education – OR – EMAT 606. Planning & Organizing Instruction in MGE – OR – EMAT 607. Planning and Organizing Instruction in SEC

Tift College 4 + 1 Bridge Requirements

- A. The 4+1 Bridge Program in Education shall only be open to Mercer students who:
 - 1. Have earned at least Junior class standing or 90 earned credits,
 - 2. Have earned a cumulative undergraduate grade-point average (GPA) of 2.75 or higher
 - 3. Have sufficient SAT or ACT score to exempt the "GACE Program Admission Assessment," as determined by the Georgia Professional Standards Commission, OR have passed the "GACE Program Admission Assessment"
 - 4. Have completed the online, self-paced module "GACE Educator Ethics Assessment"

Have completed a no-fee, streamlined application to the 4+1 Bridge Program in Education.

The Special Consideration Program for Tift College of Education

Mercer University's Tift College of Education Special Consideration Program provides students with the opportunity to transition seamlessly into graduate Education degrees. If you have additional questions, contact the Office of Admissions at mercereducation@mercer.edu or (678) 547-6054.

I. Eligibility Criteria to Apply to the Special Consideration Program as an Education Undergraduate Student

Mercer University's Tift College of Education Special Consideration Program for the Master of Education programs may be granted to students completing a Bachelor of Science in Education degree (BSEd) or an Education Minor at Mercer University within two academic years of the completion of the Bachelor's degree.

To be considered for the Special Consideration Program Master of Education, applicants must meet the following conditions:

1. All BSEd degree requirements have been met, and
 - a. Minimum of 30 semester hours of undergraduate coursework completed within TCOE, and
 - b. 32 semester hours completed at Mercer University.
2. Overall 3.0 grade point average (GPA) at Mercer
3. 3.0 GPA for Education core curriculum courses
4. Earned grade C or better in ALL Education courses taken at Mercer
5. 3.0 GPA in the Education Minor (in addition to an overall 3.0 GPA at Mercer)

GPA requirements must be maintained through graduation to qualify.

II. Eligibility Criteria to Apply to the Special Consideration Program as a Non-Education Undergraduate Student

Special consideration admission to select Master of Arts in Teaching (M.A.T.) programs may be granted to academically qualified students completing a non-Education undergraduate degree at Mercer University in an appropriate content area (e.g. Biology, Chemistry, English, History, Math, Physics, or Political Science).

To be considered for the Special Consideration Program, a non-Education degree student must meet the following conditions:

1. All undergraduate degree requirements have been met, and
 - a. Minimum 32 semester hours completed at Mercer.
2. Overall 3.0 GPA at Mercer
3. 3.0 GPA for Education core curriculum courses (if applicable)
4. 3.0 GPA for major courses at Mercer
5. Earned grade C or better in ALL Education and major courses taken at Mercer

GPA requirements must be maintained through graduation to qualify.

COURSES OF INSTRUCTION

[NOTE: Full Teacher Candidacy Admission status is required for all classes numbered 300 and above, with the exceptions of EDUC 356, EDUC 360, EDUC 378, and EDUC 379. LBST 175 and 180 are pre-requisites to all ELAD and EDUC courses.]

EARLY LEARNING AND DEVELOPMENT (ELAD)

ELAD 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)

ELAD 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)

ELAD 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)

ELAD 300. Integrated Curriculum: Preschool through Kindergarten (3 hours)

Prerequisite: Full Teacher Candidacy 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)

ELAD 310. Emergent Literacy in Young Children (3 hours)

Prerequisite: Full Teacher Candidacy 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)

ELAD 330. Creative Arts for the Young Child (3 hours)

(Cross-listed with EDUC330)

Prerequisite: Successful completion of all 200-level program courses.

The purpose of this course is to focus on instructional strategies and developmentally-appropriate practices for all learners that facilitate learning in music, media, visual arts, movement, literature, storytelling, and creative dramatics, while supporting an integrated approach to curriculum development and teaching for the young child. (Every year in at least one location)

ELAD 350. Program Administration in Diverse Settings (3 hours)

Prerequisite: Full Teacher Candidacy 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)

ELAD 360. Positive Guidance for Young Children (3 hours)

Prerequisite: Full Teacher Candidacy admission status.

This course is an in-depth study of guidance versus discipline to support social and emotional development of children ages birth through five. It includes an examination of

the theories of guidance, cultural responsiveness, intervention strategies, and creation of an encouraging environment in which children will thrive and learn. A variety of classroom observations will be required. There will be an emphasis on family partnerships. (Every year in at least one location)

ELAD 370. Observation and Assessment of Young Children (3 hours)

Prerequisite: Full Teacher Candidacy admission status.

Co-requisite: ELAD 486.

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)

ELAD 400. Classroom Interventions and Strategies in Early Care and Education Settings (3 hours)

Prerequisites: Full Teacher Candidacy admission status. ELAD 210.

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)

ELAD 403. Building Home, Early learning, and Community Partnerships in Early Learning and Development Settings (3 hours)

Prerequisites: ELAD 310.

Candidates explore the importance of collaboration among the home, early learning, 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 Early Care Administrators, 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)

ELAD 405. Classroom Management for Early Learning and Development (3 hours)

Prerequisite: Full Teacher Candidacy admission status.

This course is an introduction to theory, knowledge, and strategies associated with classroom management for educators who work in early learning and development. Focus is on organizing the classroom, rules and procedures, and managing student behavior. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans to be effectively implemented in the classroom. (Every year in at least one location)

ELAD 410. Kindergarten Language Arts and Reading (3 hours)

Prerequisites: Full Teacher Candidacy admission status. ELAD 300 and ELAD 310.

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)

ELAD 420. Kindergarten, Numeracy, Spatial Sense, and Measurement (3 hours)

Prerequisites: Full Teacher Candidacy admission status, ELAD 300.

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)

ELAD 422. STEM and the Youngest Learner (3 hours)

Prerequisites: Full Teacher Candidacy admission status, ELAD 300.

This course is an introduction to Science, Technology, Engineering, and Mathematics (STEM) as it relates in an Early Learning and Development classroom. Young children are natural investigators, and teachers are in the unique position to provide high quality learning experiences to help children understand the world around them. (Every year in at least one location)

ELAD 464. Professional Development Seminar III – ECAE (1 hour)

Prerequisites: Full Teacher Candidacy admission status; EDEC 365.

The primary purpose of this course is to promote reflective thinking for the Transforming Educator. 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 Educator; and (5) to document one's development as a Transforming Educator. (Every Spring in at least one location)

ELAD 483. Child Development Practicum (4 hours)

Prerequisite: Full Teacher Candidacy admission status. Application required.

This course provides a field-based teaching/observation experience in early childhood/childcare settings (infancy through preschool) for Early Learning and Development majors. Each student is expected to observe, assist, plan and implement developmentally appropriate activities under the supervision of a master teacher and an assigned University Supervisor. Students will spend a minimum of 80 clock hours in the experience during the semester. All field experiences must be completed in a Quality Rated or NAEYC Early Learning Center. Graded: S (Satisfactory) or U (Unsatisfactory). Special Fee. Application required. (Offered every Fall and Spring in at least one location)

ELAD 484. Child Care Administration Practicum (4 hours)

Prerequisites: Full Teacher Candidacy admission status. ELAD 486. Application required.

This course provides a field-based teaching/observation/administration experience a child care setting (infant through Pre-K) for Early Learning and Development 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 University Supervisor. Students will spend a minimum of 80 clock hours in the experience during the semester. All field experiences must be completed in a Quality Rated or NAEYC Early Learning Center. Graded: Satisfactory (S) or Unsatisfactory (U). Special Fee. Application required. (Every Fall in at least one location)

ELAD 486. Observation and Assessment Practicum (4 hours)

Prerequisites: Full Teacher Candidacy admission status. ELAD 483. 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 age 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 work under the supervision of a master teacher or program administrator and an assigned University Supervisor. Students will spend a minimum of 80 clock hours in the experience during the semester. All field experiences must be completed in a Quality Rated or NAEYC Early Learning Center. Graded: S (Satisfactory) and U (Unsatisfactory). Special Fee. Application required. (Every Spring in at least one location)

EDUCATION (EDUC)

EDUC 205. Preparing the Elementary Environment (3 hours)

This course provides an introductory study of the fundamentals of teaching and learning in elementary education, 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 elementary 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 elementary, special education, and middle grades classrooms.

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.

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 and must be completed with a grade of B or higher. (Every year in at least one location)

EDUC 330. Exploration of Learning through the Creative Arts (3 hours)

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 356. Psychology and Development of the Adolescent Learner (3 hours)

The objective of this course is to integrate critical aspects of adolescent development with motivation and learning theories. The course addresses essential areas of child adolescent cognitive development, social/emotional development, learning theories, classroom management, motivation, and discipline theories. Specific obstacles to learning and subsequent treatment approaches also are presented. Advocacy issues and special needs students also are addressed in the context of each session.

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 Teacher Candidacy 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 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 elementary 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 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 elementary 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 session-long school-based experience. 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. Online application required. (Every semester in at least one location)

EDUC 399. Fieldwork II (1 hour)

Prerequisite: Formal application; full Teacher Candidacy admission status; EDUC 205 or 360. Online FE application required.

This course provides candidates a session-long school-based experience. 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 Teacher Candidacy admission status; EDUC 377 or ELAD 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 Teacher Candidacy 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 elementary 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 or EDUC 469; Full Teacher Candidacy 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 410A. Refining Teaching and Learning Performance (1 hour)

Prerequisites: application required; full Teacher Candidacy admission status; consent of site chair.

This course provides a field-based experience for students who wish to refine their teaching skills, modify a single edTPA task, and resubmit the edTPA portfolio in order to complete the requirements for recommendation for full teacher certification. The course is evaluated on a Satisfactory (s) or Unsatisfactory (U) basis. A special fee will be assessed. (Every year in at least one location)

EDUC 410B. Refining Teaching and Learning Performance (3 hours)

Prerequisites: application required; full Teacher Candidacy admission status; consent of site chair.

This course provides a field-based experience for students who wish to refine their teaching skills, modify multiple edTPA tasks, and resubmit the edTPA portfolio in order to complete the requirements for recommendation for full teacher certification. The course is evaluated on a Satisfactory (s) or Unsatisfactory (U) basis. A special fee will be assessed. (Every year in at least one location)

EDUC 421. Science for All Learners (3 hours)

Pre-requisites: Full Teacher Candidacy admission status.

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 Teacher candidacy admission status; EDUC 360.

Co-requisite: EDUC 455.

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)

Pre-requisite: Full Teacher Candidacy 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 Teacher Candidacy admission status; EDUC 360.

Co-requisite: EDUC 466.

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 Teacher Candidacy admission status; EDUC 358, EDUC 376.

Emphasis will be given to helping the Transforming Educator 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 & Elementary Education (3 hours)

Prerequisites: Full Teacher Candidacy admission status; EDUC 450.

This course is designed to provide the Transforming Educator with a comprehensive knowledge base relevant to the assessment and evaluation of children in Elementary/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 Teacher Candidacy 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)

Prerequisite: Full Teacher Candidacy admission status.

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.

EDUC 455. Teaching Mathematics for MLE (3 hours)

Prerequisites: Full Teacher Candidacy admission status; EDUC 360.

Corequisite: EDUC 422.

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 457. Teaching Mathematics for Elementary Education: Number, Sense, and Operations (3 hours)

Prerequisites: Must meet Senior Year Progression criteria; C or better in general education mathematics courses. Study includes developmentally appropriate methods focusing on problem solving and the development of mathematical concepts and procedures, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades P-5. The content will include number systems, number sense and number operations, and algebraic concepts. (Every year in at least one location)

EDUC 458. Teaching Mathematics for Elementary Education: Geometry, Measurement, and Data Analysis (3 hours)

Prerequisites: Must meet Senior Year Progression criteria; C or better in general education mathematics courses and a grade of C or higher in EDUC 457. Study includes developmentally appropriate methods focusing on problem solving and the development of mathematical concepts and procedures, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades P-5. The content will include geometry, measurement, and data analysis. (Every year in at least one location)

EDUC 459. Integrated Curriculum and Instruction (3 hours)

Prerequisites: Full Teacher Candidacy admission status; EDUC 376.

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 Teacher Candidacy 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 Teacher Candidacy 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 Teacher Candidacy 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 466. Teaching English/Language Arts MLE (3 hours)

Prerequisites: Full Teacher Candidacy admission status; EDUC 360.

Co-requisite: EDUC 429.

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 Teacher Candidacy 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 Teacher Candidacy admission status and successful completion of EDUC 398 and EDUC 399.

This course provides candidates a semester-long school-based teaching experience. Students will be assigned to diverse schools, and are required to spend a minimum of 80 clock hours in the classroom during the entire semester. 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) (Fall and Spring)

EDUC 488. Mentored Practicum (3 hours)

Prerequisite: Full Teacher Candidacy admission status. Successful completion of EDUC 399. Online FE application required.

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 a Mercer supervisor. Additional clock hours in other school settings may be assigned in order to meet diversity requirements. Candidates 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. (Fall and Spring)

EDUC 489. Clinical Experience II with edTPA (6 Hours)

Prerequisites: On-line application and submission of specified paperwork; successful completion of EDUC 399; completion of all coursework with a grade of B or better.

This course 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. Certification-only and M.A.T. candidates who are employed as educators upon enrollment into Tift must attempt the state-approved content pedagogy assessment (edTPA) by the end of the third semester of concurrent employment and program enrollment. FEES: edTPA \$300; Field Placement \$360.

EDUC 492. Student Teaching (12 hours)

Prerequisites: Full Teacher Candidacy admission status and successful completion of all required education and middle level concentration courses. Online FE application required.

This course provides candidates a semester-long, full-day teaching experience for certification 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 and FE seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

EDUC 498. Internship (12 hours)

Prerequisites: Full Teacher Candidacy admission status. Successful completion of all required education and middle level concentration courses. Online FE application required. Additional application paperwork required.

This internship is designed for candidates who are employed in an approved accredited public or private school setting on a non-renewable teaching certificate and who are teaching in a setting appropriate for the certificate that they are seeking. Candidates are required to attend the internship orientation and FE seminars. Specific policies and requirements are included in the Student Resource Guide. An internship is evaluated on a satisfactory/unsatisfactory basis. A special fee is assessed. (Fall and Spring)

EDUC 499. Clinical Experience III**(6 Hours)**

Prerequisites: On-line application and submission of specified paperwork; successful completion of EDUC 399/489; completion of all coursework with a grade of B or better.

The course 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 orientation and all seminars. Special Fee. (Fall and Spring)

College of Professional Advancement

Priscilla R. Danheiser, *Dean/Professor*

Gail W. Johnson, *Associate Dean/Assistant Professor*

Caroline M. Brackette, *Assistant Dean/Associate Professor*

Colleen P. Stapleton, *Assistant Dean, Atlanta/Professor*

Duane E. Davis, J. Colin Harris, Ian C. Henderson, Kyra L. Osmus, and Arthur J. Williams,
Professors Emeriti

Karen O'Neill Lacey, *Associate Professor Emerita*

Fred W. Bongiovanni, Margaret H. Eskew, Hani Q. Khoury, W. David Lane, Laurie L.
Lankin, Feng Liu, Richard H. Martin, Suneetha B. Manyam, and Charles H. Roberts,
Professors

Wesley N. Barker, Vikraman Baskaran, Greg A. Baugher, J. Thompson Biggers, Caroline
M. Brackette, Marna L. Burns, John J. Carroll, Lynn W. Clemons, Timothy D. Craker,
Melanie R. Pavich, Donald B. Redmond, Kenneth W. Revels, Charles H. Roberts,
Kathy D. Robinson, Karen D. Rowland, Stephen E. Ruegger, V. Lynn Tankersley,
Clinton W. Terry, Zipangani Vokhiwa, Jeffrey A. Waldrop, Sabrina L. Walthall, R. Tyler
Wilkinson, and Andrea L. Winkler, *Associate Professors*

Nadia G. Barnett, Awatef Ben Ramadan, Arla G. Bernstein, Gary W. Blome, Jared N.
Champion, Steve N. Hamilton, Kristina M. Henderson, Tri M. Le, C. Peeper McDonald,
Steven J. Miller, Merrin C. Oliver, Hollis Phelps, Morgan E. K. Riechel, Dina M.
Schwam, Paul H. Smith, and Kevin B. Williams, *Assistant Professors*

Carol W. Upshaw, *Visiting Instructor*

Ming L. Hii, Jason R. Holloway, and Jacqueline Stephen, *Instructors*

Mission

Consistent with the mission of Mercer University, the College of Professional Advancement offers undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The college also contributes to the quality of education provided to students enrolled in other academic units by offering general education and elective courses at the Regional Academic Centers, on the Atlanta and Macon campuses, and online.

College of Professional Advancement Programs

The College of Professional Advancement offers undergraduate degree completion programs and graduate programs on the Mercer University Atlanta Campus and Macon Campus, at the Regional Academic Centers, and online. Undergraduate programs are offered in Communication, Criminal Justice Leadership, Health Informatics, Healthcare Leadership, Homeland Security and Emergency Management, Human Resources Administration and Development, Human Services, Information Technology and Informatics, Liberal Studies, Organizational Leadership, Psychology, and Software Application Development and Human Computer Interaction. Graduate programs are offered in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Criminal Justice and Public Safety Leadership, Health Informatics, Human Services, Organizational

Leadership, and School Counseling. The College offers a Doctor of Philosophy degree in Counselor Education and Supervision. The graduate programs offered on the Atlanta campus and online 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. The College of Professional Advancement offers the following bachelor's degree programs.

Bachelor of Arts

Communication *(Atlanta, Douglas County, Henry County, and Online)*

Liberal Studies *(Atlanta, Douglas County, Henry County, and Macon)*

Bachelor of Arts, Liberal Studies/Master of Divinity *(Atlanta, Douglas County, Henry County, and Macon)*
Accelerated Special Consideration Program

Bachelor of Science

Criminal Justice Leadership *(Atlanta, Douglas County, Henry County, Macon, and Online)*

Health Informatics *(Atlanta and Online)*

Healthcare Leadership *(Henry County)*

Homeland Security and Emergency Management *(Online)*

Human Resources Administration and Development *(Douglas County and Henry County)*

Human Services *(Douglas County, Henry County, Macon, and Online)*

Informatics *(Atlanta, Douglas County, Henry County, Macon, and Online)*
(Effective July 1, 2019, no new students are accepted into this program)

Information Technology and Informatics *(Atlanta and Online)*

Organizational Leadership *(Atlanta, Douglas County, Henry County, and Macon)*

Psychology *(Atlanta and Online)*

Software Application Development and Human Computer Interaction *(Atlanta and Online)*

The College of Professional Advancement offers the following master's and doctoral degree programs.

***Master of Science, Clinical Mental Health Counseling** *(Atlanta)*

*(*Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Clinical Mental Health Counseling.)*

Master of Science, Clinical Rehabilitation Counseling *(Atlanta)*

(Accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) under the 2009 CACREP standards for Clinical Rehabilitation Counseling.)

Master of Science, Criminal Justice and Public Safety Leadership *(Online)*

Master of Science, Health Informatics *(Online)*

Master of Science, Health Informatics/Doctor of Pharmacy *(Online and Atlanta)*

Master of Science, Human Services *(Henry County)*

***Master of Science, School Counseling** *(Atlanta)*

*(*Approved by the Georgia Professional Standards Commission and accredited under the 2009 CACREP Standards for School Counseling.)*

Master of Science, Clinical Mental Health/Master of Divinity, Pastoral Care and Counseling *(Atlanta)*

Master of Science, Clinical Mental Health/Master of Theological Studies *(Atlanta)*

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

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

Master of Divinity, Leadership for the Nonprofit Organization

Master of Science, Organizational Leadership/Master of Arts in Christian Ministry, Leadership for the Nonprofit Organization (Atlanta and Henry County)
Doctor of Philosophy, Counselor Education and Supervision (Atlanta)

*(*Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards for Counseling Doctoral Programs.)*

Undergraduate Admission Policies and Procedures

Student applicants must meet the general admission requirements as outlined under the Admission Information section in the Regional Academic Centers Catalog. Applicants seeking admission to the College of Professional Advancement 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 nationally accredited college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any other nationally 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 nationally 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.

Credit for Prior Learning

Undergraduate students enrolled in the College of Professional Advancement may receive college credit through a variety of assessment methods.

Undergraduate Transfer and Equivalency Credit Policies

The following policies concern academic credit transferred from other nationally 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.

Departmental Challenge Examinations

Credits may be awarded upon the successful completion of examinations developed and administered by the departments of the College of Professional Advancement with the approval of the associate dean or dean.

- 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.
- 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.
- 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.
- 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.

Portfolio Assessment

The College of Professional Advancement's students may receive a maximum of 12 semester hours of credit through Portfolio Assessment. Instructions for compiling a successful portfolio will be provided to students upon request.

- To be eligible to receive credit through Portfolio Assessment, a student, in consultation with a fulltime faculty member from the appropriate discipline, identifies a particular College of Professional Advancement course to challenge for which the student believes through experience he/she has met each of the stated student learning outcomes.
- The student submits to the Dean's Office an application to challenge a course through the portfolio assessment method with a nonrefundable \$250 application fee for each course. Only the dean may waive the portfolio assessment fee.
- The student collects and assembles in a portfolio format documentation/evidence of attainment of each of the College of Professional Advancement course's learning outcomes. Documentation may include a combination of the following among other kinds of supporting evidence: letters of recommendation from former employers detailing accomplishments and abilities specifically related to one or more of the learning outcomes; examples of work/projects completed within a job or volunteer assignment; job descriptions; certificates of completion for professional development training; honors/recognition received for projects completed related to the learning outcomes of the course identified for challenge; oral or written presentations of knowledge gained through experience; other documents related to the outcomes of the particular course targeted that will assist students in making the

argument that they have already met the learning outcomes of the course identified.

- The student submits the portfolio to the faculty member who reviews and approves the portfolio as effectively demonstrating that each learning outcome is met or determines that the evidence is not sufficient and revision of the portfolio or withdrawal from the challenge is needed.
- Once the faculty member approves the portfolio as demonstrating that each of the course learning outcomes has been met, the faculty member forwards the portfolio to the Chair of the department offering the course. The department chair will either approve the portfolio as effectively demonstrating that all learning outcomes for the course have been met or determine that revision of the portfolio or withdrawal from the challenge is needed.
- Once the department chair approves the portfolio, the chair presents the portfolio to the Prior Learning Assessment Committee, a subcommittee of the College of Professional Advancement's Curriculum Committee, for consideration. The Prior Learning Assessment Committee determines through a vote whether the student will receive credit for the course and the number of credits he/she will receive, be asked to revise the portfolio for reconsideration, or be denied credit for the challenge.
- The decision of the Prior Learning Assessment Committee is final and communicated to the Dean's Office and Registrar.
- Students will receive a grade of Satisfactory or Unsatisfactory for the course identified in the portfolio. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through the portfolio assessment will be posted to the student's permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as portfolio assessment. Denial of credit for the challenge will not be reflected on the student's transcript.

Satisfactory-Unsatisfactory Grading Option

Students seeking an undergraduate degree in the College of Professional Advancement (regardless of grade point average or year enrolled 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:

- 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.
- Students must declare the satisfactory/unsatisfactory grade option by the end of the drop-add period and cannot change it after that time.
- 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

College of Professional Advancement students are expected to attend all scheduled classes and field events. Online and hybrid courses may require regularly scheduled synchronous virtual class meetings. Failure to participate in these required synchronous meetings may result in an absence. 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 provided 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 the College of Professional Advancement, the maximum load in which an undergraduate student may enroll without approval of the advisor or dean is 12 credit hours per semester, 6 credit hours 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 Course 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 or changing a major in the college requires the approval of an advisor or program coordinator in the new major.

College of Professional Advancement 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 transferring in with a bachelor's degree or 30 or more general education credits may be exempt from the undergraduate general education religion requirement by individual schools/colleges. Students should consult the requirements of their respective college to determine which courses are needed for graduation.

Communication (both written and oral communication competencies in English must be addressed): 12 hours

Written Communication: LBST 175 and LBST 180

Oral Communication: COMM 171

Other Communication: COMM 370; GLEN 225; INSY 102; LBST 275; LBST 280

Religion 3 hours

RELG 110; RELG 115; RELG 120; RELG 130; RELG 200; RELG 215; RELG 220;

RELG 225; RELG 320; RELG 356

Humanities/Fine Arts	9 hours
Each course must have a different prefix	
Humanities: COMM 251; GLEN/HUMA 245; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 266; HIST 367; HIST 368; HUMA 215; LBST 250; LBST 255; LBST 302; LBST 303; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; LITR 356; LITR 370; PHIL 215; SCLT 201; SCLT 304; WGST 320	
Fine Arts: ARTH 101; COMM 104; COMM 205; HUMA 115; MUSC 150	
Behavioral/Social Science	3 hours
GLEN/SOCI 235; GLEN 301; LBST 305; ORGL 210; POLS 100; PSYC 111; SOCI 111; SOCI 356; 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; BIOL 210; CHEM 103 and CHEM 105; CHEM 104 and CHEM 106; ENVS 210; ENVS 215; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 200; SCIE 215; SCIE 220; SCIE 230; SCIE 250	

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

College of Professional Advancement General Education Vision Statement

The College of Professional Advancement 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/or artifacts that constitute the world by:

- a. Practicing recursive and reflective “close reading” of texts, practices, or artifacts to develop an interpretation supported by details and a consideration of the work as a whole;
- b. Explaining similarities and differences among texts, practices, or artifacts in relation to other texts, practices, or artifacts;
- c. Articulating the meaning of a text, practice, or artifact in relation to theories of interpretation;

- d. Mapping a text, practice, or artifact in relation to a field or multiple fields of study;
- e. 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:

- a. Using and critiquing scientific methods while demonstrating an understanding of the difference(s) among fact, scientific law, theory, and hypothesis;
- b. Using mathematical terminology, notation, and symbolic processes;
- c. 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;
- d. Practicing experimental/observational science by collecting, analyzing, and interpreting empirical data;
- e. Analyzing observed phenomena within the human and natural world through the use of qualitative and quantitative scientific reasoning;
- f. 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:

- a. 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;
- b. Exploring and discussing how different modes of communication embody different ways of relating to others;
- c. Demonstrating consideration of context, audience, and purpose in the focus of the assigned communicative task(s);
- d. Demonstrating consistent use of important conventions particular to a specific discipline and/ or communicative task(s), including organization, content, presentation, and stylistic choices;
- e. Articulating specific positions (perspectives, theses/hypotheses) that take into account the complexities of an issue and that acknowledge others' points of view;
- f. 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;
- g. 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:

- a. Interpreting ways of seeing ourselves with others in communicative or social actions;
- b. Explaining differences in access to power and citizenship among social groups;
- c. Communicating diverse perspectives in a coherent and knowledgeable way;
- d. 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?)
 - GLEN/HUMA 245. Interpreting Narratives across Cultures and Around the World (prerequisite: LBST 175, 180; corequisite: GLEN 301)
 - 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 (prerequisites: LBS LBST 175, 180)
 - LITR 277. Topics in U.S. Literature (prerequisites: LBST 175, 180)
 - LITR 334. Forms and Figures of Literature (prerequisites: LBST 175, 180)
 - LITR 356. Literature of the South (prerequisites: LBSTLBST 175, 180)
 - LITR 370. Interdisciplinary Approaches to 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: LBST 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)
 - HUMA 115. Interpreting Artifacts Across Cultures and Around the World
 - MUSC 150. Music Appreciation
 - Connections: (How are texts, practices, and artifacts connected, and how do we interpret their inter-relations?)
 - HUMA 215. Interpreting Texts, Practices, and Artifacts Across Cultures and Around the World (prerequisites: LBST 175, 180)
 - LBST 250. Arts and Ideas I: Ancient and Medieval Culture (prerequisites: LBST 175, 180)
 - LBST 255. Arts and Ideas II: Modern Culture (prerequisites: LBST 175, 180)
 - PHIL 215. Foundations of Ethics
 - RELG 110. Introduction to Religion
 - RELG 220. World Religions (prerequisites: LBST 175, 180)
 - RELG/SOCI 356. Sociology of Religion (prerequisites: LBST 175, 180)
 - RELG/WGST 320. Topics in Women, Gender, and Religion (prerequisites: LBST