

MERCER UNIVERSITY

Catalog 2012-2013



**CECIL B. DAY
GRADUATE AND PROFESSIONAL CAMPUS**

**Stetson School of
Business and Economics**

Tift College of Education

**College of Continuing and Professional
Studies**

McAfee School of Theology

Georgia Baptist College of Nursing

College of Pharmacy and Health Sciences

Atlanta, Georgia 30341

Federal Disclosure Requirements

Mercer University's Federal Disclosure Requirements are available from the University web site at <http://www.mercer.edu/disclosure>. 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
- Health and Safety Information: immunization and missing persons information
- Institutional Information: accreditation, characteristics of students, degree programs, degree program improvement plans, disability support services, FERPA information, retention and graduation rates, peer-to-peer file sharing, post-graduate employment information, readmission of veterans, transfer 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
1400 Coleman Avenue
Macon, GA 31207

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Calendar 2012/2013

Fall Semester 2012

Session I

First Day of Class	Aug 20
Drop-Add Period/Fee Payment	Aug 20-27*
Labor Day Holiday	Sep 3
Last Day for Course Withdrawal	Sep 20
Last Day of Classes	Oct 15
Mid-Session Break (only for Sessions I & II)	Oct 16, 17
Grades Due from Faculty	Oct 19
Last Day to Apply for Spring Graduation	Nov 5

Session II

First Day of Class	Oct 17
Drop-Add Period/Fee Payment	Oct 17-24*
Last Day to Apply for Spring Graduation	Nov 5
Undergraduate Early Spring Semester Registration	Nov 6
Graduate Early Spring Semester Registration	Nov 6
Last Day for Course Withdrawal	Nov 20
Thanksgiving Holiday/Fall Break (Session II only)	Nov 21-25
Last Day of Class	Dec 15
Grades Due from Faculty	Dec 19

Session III

First Day of Class	Aug 20
Drop-Add Period/Fee Payment	Aug 20-27*
Labor Day Holiday	Sep 3
Fall Break	Oct 16, 17
Last Day for Course Withdrawal	Oct 24
Last Day to Apply for Spring Graduation	Nov 5
Undergraduate Early Spring Semester Registration	Nov 6
Graduate Early Spring Semester Registration	Nov 6
Thanksgiving Holiday/Fall Break (Session III only)	Nov 21-25
Last Day of Classes	Dec 7
Final Exams	Dec 10-15
Grades Due from Faculty	Dec 19
(Allow one week for grade processing)	

Note: **The James and Carolyn McAfee School of Theology** calendar differs and can be found in the School of Theology section of this catalog.

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

Spring Semester 2013**Session I**

Late Registration	Jan 4
First Day of Class	Jan 7
Drop-Add Period/Fee Payment	Jan 7-14*
Martin Luther King, Jr., Holiday	Jan 21
Last Day for Course Withdrawal	Feb 7
Last Day of Classes	Mar 4
Session Break (Session I & II only)	Mar 5, 6
Last Day to Apply for Summer Graduation	Mar 8
Grades Due from Faculty	Mar 8
RSVP Deadline for Commencement Participation	Mar 15

Session II

First Day of Class	Mar 8
Last Day to Apply for Summer Graduation	Mar 8
Drop-Add Period/Fee Payment	Mar 8-15*
Good Friday	Mar 29
Undergraduate Early Summer Semester Registration	April 2
Graduate Early Summer Semester Registration	April 2
Last Day for Course Withdrawal	Apr 9
Last Day of Class	May 4
Grades Due from Faculty	May 8
Commencement (College of Continuing and Professional Studies)	TBA
Commencement (College of Education)	TBA
Commencement (School of Business)	TBA

Session III

Late Registration	Jan 4
First Day of Class	Jan 7
Drop-Add Period/Fee Payment	Jan 7-14*
Martin Luther King, Jr., Holiday	Jan 21
Last Day to Apply for Summer Graduation	Mar 8
Spring Break	Mar 4-8
Last Day for Course Withdrawal	Mar 13
Good Friday	Mar 29
Undergraduate Early Summer Semester Registration	Apr 2
Graduate Early Summer Semester Registration	Apr 2
Last Day of Classes	Apr 26
Final Exams	Apr 29 - May 4
Grades Due from Faculty	May 8

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

Commencement (College of Continuing and Professional Studies)	TBA
Commencement (College of Education)	TBA
Commencement (School of Business)	TBA
(Allow one week for grade processing)	

**Summer Semester 2013
Session I**

First Day of Class	May 20
Drop-Add/Fee Payment	May 20-28
Memorial Day Holiday	May 27
Early Fall Registration	June 11
Last Day for Course Withdrawal	June 21
Independence Day Holiday	July 4
Last Day to Apply for Fall Graduation	July 9
Last Day of Class	July 15
Grades Due from Faculty	July 18

Session II

First Day of Class	July 18
Drop-Add/Fee Payment	July 18
Last Day for Course Withdrawal	July 26
Last Day of Class	August 10
Grades Due from Faculty	August 13

Directory

Cecil B. Day Campus

Area Code (678)

Admissions

Tift College of Education

Graduate Teacher Education Programs
(Business and Education Academic Building) 547-6330

College of Continuing and Professional Studies

Undergraduate Programs
Master of Science in Clinical Mental Health Counseling
Master of Science in School Counseling
Master of Science in Organizational Leadership
Master of Science in Public Safety Leadership
Educational Specialist in School Counseling
Doctor of Philosophy in Counselor Education and Supervision
(Administration and Conference Center Building) 547-6411
Certificate Programs 547-6028

Stetson School of Business and Economics

Undergraduate (ACC Bldg) and Graduate Programs (BE Bldg) 547-6417

Georgia Baptist College of Nursing

(Nursing Building) 547-6700

College of Pharmacy and Health Sciences

(Pharmacy Building) 547-6232

McAfee School of Theology

(Theology Building) 547-6473

Bookstore

(Cafeteria Building) 547-6350

Career Services

(Sheffield Student Center) 547-6023

Counseling Services

(Sheffield Student Center) 547-6060

Disability Services (Sheffield Student Center) 547-6623

Educational Media

(Swilley Library Building) 547-6231

English Language Institute

(Davis Building) 547-6375

Employment

Part-time Student Employment (On-Campus)
(Student Financial Planning, Davis Building) 547-6400

Financial Aid

(Student Financial Planning, Davis Building) 547-6400

Health Care Services

(Sheffield Center) 547-6130

Housing Office (Sheffield Student Center) 547-6104

Human Resources	
(ACC Building)	547-6155
Instructional Technology Center	
(Swilley Library Building)	547-6280
Library	
(Swilley Library Building)	547-6280
Office of the President - Atlanta	
(Davis Building)	547-6395
Office of the Senior Vice President - Atlanta	
(Davis Building)	547-6397
Office of the Dean of Students (Sheffield Student Center)	547-6821
Parking Decals	
(Campus Police, Cafeteria Building)	547-6358
Photocopies	
University Mailroom	547-6154
Campus Bookstore (Cafeteria Building)	547-6350
Physical Plant	547-6355
Police Department	
(Cafeteria Building)	547-6358
Registration	
(Registrar's Office, Davis Building)	547-6263
Room Reservations	
(Registrar's Office, Davis Building)	547-6014
Senior University of Greater Atlanta	
(BE Building)	547-6109
Student Affairs-Campus (Sheffield Student Center)	547-6821
Student Affairs - International Students	
(Davis Building)	547-6109
Technical Support Services	
(Swilley Library Building)	547-6310
Transcripts:	
Academic	
(Registrar's Office, Davis Building)	547-6263
Financial Aid	
(Student Financial Planning Office, Davis Building)	547-6400
Tuition and Fees	
(Bursar's Office, Davis Building)	547-6121
University Advancement	
(ACC Building)	547-6400
For offices that are not listed above, dial the University operator at (678) 547-6000.	

The University

Founded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,000 students in 11 schools and colleges- liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing, and continuing and professional studies- on major campuses in Macon, Atlanta, and Savannah and at three regional academic centers across the state. Mercer is affiliated with two teaching hospitals-Memorial University Medical Center in Savannah and the Medical Center of Central Georgia in Macon, and has educational partnerships with Warner Robins Air Logistics Center in Warner Robins and Piedmont Healthcare in Atlanta. The University operates an academic press and a performing arts center in Macon and an engineering research center in Warner Robins. Mercer is the only private university in Georgia to field an NCAA Division I athletic program. Mercer has been ranked among the leading regional colleges and universities in the South by *U.S. News & World Report* for 20 consecutive years.

In an educational environment where practical wisdom and compassion prevail, Mercer is motivated by the best in the Baptist tradition – exploring the relationship between faith and learning, and embracing the principles of intellectual and religious freedom. For 175 years, young men and women have left Mercer to become influential leaders and doers of great deeds.

Students benefit from Mercer’s welcoming atmosphere and small-class learning environment. They learn from a prestigious, yet caring, faculty. Mercer’s faculty members, whose credentials come from some of the world’s finest academic institutions, are distinguished for both teaching and research. More than 90 percent of the faculty hold doctorates or the highest attainable degrees in their respective fields.

Mercer’s reputation is built on its rigorous academic programs, outstanding faculty, and state-of-the-art facilities. Yet tradition plays a key role in the University’s unique identity as an institution committed to Judeo-Christian principles.

University Mission Statement

Mercer University is a faith-based institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The institution is guided by the historic principles of religious and intellectual freedom, while affirming religious and moral values that arise from the Judeo-Christian understanding of the world.

University Goals

- To offer undergraduate, graduate, and professional programs based upon a strong liberal arts foundation
- To support a highly qualified faculty that is student- and teaching-oriented and is engaged in scholarly research and professional activities
- To foster independent and critical thinking and a continuing interest in learning
- To foster intellectual and spiritual freedom in an environment that encourages tolerance, compassion, understanding, and responsibility

- To offer a variety of intellectual, cultural, recreational, and spiritual activities designed to enlarge capacity for improved judgment and moral, ethical, and spiritual growth
- To encourage the enrollment of qualified persons from diverse backgrounds and situations
- To contribute campus resources, in partnership with other institutions and agencies, to improve the educational, social, and economic development of the community

University-Wide Assessment

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

University History

Mercer University first opened its doors as Mercer Institute on January 14, 1833, at Penfield, Greene County, Georgia. It is named for Jesse Mercer (1769-1841), an eminent Georgian, distinguished Baptist clergyman, and principal organizer of the Georgia Baptist Convention. Establishment of Mercer Institute was due largely to his leadership and to the exemplary pioneering of Adiel Sherwood, a noted Baptist minister and, later, a faculty member. In 1871, the University was moved from Penfield to Macon, and, two years later, the Law School was established.

Early in the administration of Spright Dowell, which began in 1928, a new charter was approved, and the corresponding reorganization was perfected. Significant growth of the University ensued. Before President Dowell retired in 1953 to the position of president emeritus, the plant and property and endowment of the University had been increased more than in all of its previous years.

A more complete account of Mercer's history may be found in President Spright Dowell's *A History of Mercer University, 1833-1953*, published by Mercer University, 1958.

Chosen as Dr. Dowell's successor was George B. Connell, a 1924 graduate who had served six years as vice president. During Dr. Connell's term of office, from 1953 until his death on April 21, 1959, substantial strides were made throughout the University, including important new construction and the addition of approximately \$1.5 million to the endowment fund.

Emeritus President Dowell, who had remained active in the service of the University during his retirement by writing a history of Mercer, was appointed by the Board of Trustees as interim president following Dr. Connell's death. Dr. Dowell served until the succeeding president could assume office in April 1960. During his interim, the formerly independent Southern College of Pharmacy in Atlanta, founded in 1903, merged with the University. Dr. Dowell died on February 24, 1963.

On November 6, 1959, the Board of Trustees elected Dr. Rufus Carrollton Harris, president of Tulane University, to the Mercer presidency. Dr. Harris, a 1917 graduate of Mercer who had served his alma mater from 1923-1927 as professor of law and as dean

of the Law School, returned to Mercer with a record of outstanding achievements as head of one of the South's most highly regarded universities.

On July 1, 1979, Dr. R. Kirby Godsey, former dean of the College of Liberal Arts and executive vice president of the University, succeeded Dr. Harris as president. Dr. Harris assumed the position of chancellor of the University. The University made significant strides during Dr. Godsey's tenure.

In 1979, the University established the Executive Forum business enrichment program and Mercer University Press. In 1982, it opened the School of Medicine with the mission of improving the supply and distribution of primary care and other needed specialty physicians in rural and underserved areas of Georgia. In 1984, the business and economics programs were separated from the College of Liberal Arts, and the Eugene W. Stetson School of Business and Economics was created.

A year later, Mercer established the School of Engineering, the second engineering school in the state. Building on the expertise within the new engineering school, the University established the Mercer Engineering Research Center in Warner Robins in 1987 to serve the engineering needs of Robins Air Force Base and other government and commercial clients.

In 1995, all teacher education and some social science programs were joined to create a new school which, by a Board of Trustees vote in 2001, was named the Tift College of Education. The action reflected the University's continuing commitment to carrying on the educational legacy of Tift College, an all-women's Baptist college that merged with Mercer in 1986.

In 1996, Jesse Mercer's founding vision of providing students with a classical and theological education came full circle with the founding of the James and Carolyn McAfee School of Theology.

Georgia Baptist College of Nursing merged with Mercer on January 1, 2001. Founded in 1902, the College of Nursing became part of the University through an agreement with the Georgia Baptist Convention.

The College of Continuing and Professional Studies, established in 2003, offers undergraduate and graduate degrees on the Mercer campuses and at Mercer's regional academic centers. The College also provides non-credit programs for professional development and community enrichment.

Under Dr. Godsey's leadership, Mercer grew from 3,800 students to more than 7,300. Recognized by *Georgia Trend* magazine as one of Georgia's most influential leaders, Dr. Godsey also led the University to increase its endowment from \$16.5 million in 1979 to more than \$200 million in 2006, with another \$300 million in planned gifts.

On July 1, 2006, legal scholar William D. Underwood succeeded Dr. Godsey as Mercer's 18th president. Mr. Underwood had served as interim president at Baylor University from April 2005 until January 2006. Dr. Godsey became chancellor of Mercer.

In 2006, Tift College of Education's Educational Leadership Program began offering the University's second Doctor of Philosophy degree Program.

The 103-year-old Southern School of Pharmacy changed its name to the College of Pharmacy and Health Sciences on July 1, 2006. The name change reflects the college's additional health science programs, including a physician assistant program.

The Department of Music in the College of Liberal Arts became the Townsend School of Music on July 11, 2006. The school, which offers undergraduate and graduate programs, was made possible through a gift from Carolyn Townsend McAfee and her son and daughter-in-law, J. Thomas and Julie Crangle McAfee, which was announced at the April 2006 meeting of the Board of Trustees.

The American Baptist Historical Society, with the largest and most diverse collection of Baptist historical materials and archives in the world, announced it will relocate to Mercer's Atlanta campus, positioning Mercer and the McAfee School of Theology to become a national center of Baptist scholarship.

Radio station WMUM-FM (Mercer University Macon), formerly WDCO-FM, began broadcasting from Mercer's Macon campus. A partnership between Mercer and Georgia Public Broadcasting, the station provides local content to central Georgia public radio listeners.

In 2007, three teams of students and faculty inaugurated the Mercer on Mission program over the summer in Kenya, Brazil and Guatemala. The program combines academic credit with service-learning opportunities.

In June 2007, Mercer School of Medicine, as it celebrated its 25th year, announced it will open a second, four-year doctor of medicine program in Savannah in fall 2008. The program is based at Memorial Health 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.

In fall 2007, the Robert McDuffie Center for Strings accepted its first class of students. Located on the Macon campus, the center offers conservatory-quality music training in a comprehensive university setting. Under the leadership of internationally renowned violinist Robert McDuffie, the center is designed to provide highly talented string students the opportunity to learn with some of the nation's renowned string musicians.

The Mercer Athletic Foundation was established to raise funds needed to support intercollegiate athletics.

The new \$14-million Science and Engineering Building opened in fall 2007 on the Macon campus.

On January 14, 2008, Mercer University marked its 175th year of educating men and women to be leaders in their communities and the world.

In January 2008, the College of Pharmacy and Health Sciences accepted its inaugural class of the Physician Assistant Program.

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

The Foundation of the Mercer Education: Mercer’s Mission, Common Outcomes, and Defining Values

Consistent with its mission, Mercer University is a community of 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 pursue three outcomes they hold in common: *fostering learning, developing character, and preparing leaders*.

These commonly held ideals are rooted in the history of higher education and can be traced to the formative influence of “paideia,” the philosophy of education birthed in ancient Greece. Paideia connotes the sort of education that uniquely prepares individuals to lead virtuous and responsible lives within a democratic society. It addresses the character as well as the mind of the learner and celebrates the ideal of educating the whole person. At Mercer, teachers committed to their students, their disciplines, and the vocation of teaching inspire students to share in a passionate quest for knowledge and the wisdom that transforms knowledge into power.

Mercer promotes the principles of free and critical inquiry, excellence in teaching and learning, responsibility for civic engagement, and the importance of diversity and inclusiveness. Consequently, a Mercer education prepares students to expand their horizons, enjoy a “well-stocked mind,” find their vocation, establish a high standard of ethics, appreciate the fine arts, and find fulfillment in enriching and improving the lives of others.

Colleges and Schools of Mercer University

Mercer’s Macon location is a beautiful, 130-acre campus to the west of downtown. It is home to the College of Liberal Arts, the School of Medicine, the Stetson School of Business and Economics, the School of Engineering, the Townsend School of Music, the College of Continuing and Professional Studies, and the Tift College of Education. The Walter F. George School of Law is located a mile from the main campus in a four-story reproduction of Independence Hall that sits atop Coleman Hill, overlooking downtown Macon.

Mercer’s Cecil B. Day Graduate and Professional Campus is located on more than 300 acres, just off exit 94 on I-85 in northeast Atlanta. It is home to the College of Pharmacy and Health Sciences, the James and Carolyn McAfee School of Theology, the Georgia Baptist College of Nursing, the Stetson School of Business and Economics, the College of Continuing and Professional Studies, and the Tift College of Education.

Mercer’s Savannah campus is home to the School of Medicine. Stetson School of Business and Economics and Tift College of Education also offer graduate programs.

The Regional Academic Centers’ programs are offered at five educational centers: one on the main campus in Macon, one on the Cecil B. Day Campus in Atlanta, and four

off-campus community-based locations in Douglas County, Eastman, Henry County, and Newnan. The programs are an important part of Mercer's educational outreach to older or non-traditional students. The academic programs include undergraduate and graduate degrees in major career fields.

College of Liberal Arts (Macon)

The purpose of the College of Liberal Arts is to provide a liberal arts education within the broad outlook of the Judeo-Christian intellectual tradition. It is committed to the goals of learning and faith, and strives to uphold the values of personal freedom, individual responsibility, and community service.

The oldest of the University's academic units, the College of Liberal Arts currently serves 1,273 students and offers a full array of baccalaureate programs in the humanities, fine arts, social sciences, and sciences. Degrees awarded are Bachelor of Arts and Bachelor of Science.

The School of Medicine (Macon, Savannah)

The purpose of the School of Medicine of Mercer University is to provide an education for future physicians who will meet the health care needs of Georgia. The school has an enrollment of 362 students. The school offers the following degrees: Doctor of Medicine, Master of Family Therapy, Master of Public Health, and Master of Science in Anesthesia. For the Doctor of Medicine degree, the curriculum in the first two years is problem-based and clinically oriented. Students study the basic sciences in an interdisciplinary fashion in small groups. Also during the first two years, students begin learning clinical skills while working with simulated and real patients. The final two years of the curriculum are largely spent in clinical clerkships in affiliated hospitals. These clerkships include internal medicine, surgery, pediatrics, family medicine, obstetrics/gynecology, and psychiatry. During all four years, students participate in primary care preceptorships in communities throughout Georgia. A second Doctor of Medicine Program is offered on the Savannah campus, beginning Fall 2008.

Eugene W. Stetson School of Business and Economics (Macon, Atlanta, Henry County, Douglas County, Savannah)

The Eugene W. Stetson School of Business and Economics is committed to providing high-quality educational programs and services that effectively integrate an academic perspective with actual business practices.

The school serves more than 1,164 students. The following degrees are offered: Bachelor of Business Administration, Master of Business Administration, Professional Master of Business Administration, Executive Master of Business Administration, the Master of Accountancy (MAcc) and the Joint BBA/MBA, BBA/MAcc, and MBA/MAcc degrees. The school offers a BBA program on the Macon campus and in the Douglas County Center and a BBA completion program on the Atlanta campus. The MBA is offered in Macon and Atlanta, the EMBA and MAcc on the Atlanta campus, and the Professional MBA at various metro Atlanta locations and in Savannah.

The school promotes close ties with business practitioners by providing internships, offering The Executive Forum speakers series, and bringing business professionals to campus to lecture as a part of Business Week. Students and faculty have regular opportunities to learn from executives who are applying the tools of management in the marketplace.

School of Engineering (Macon)

The School of Engineering educates future professionals for engineering and related professions. Students acquire knowledge and skills that are critical to success in a highly technological world. Emphasis is placed on the development of communication and teaming skills and sensitivity to moral and ethical issues that are fundamental to achieving one's full potential.

The school serves 535 students and offers the following degrees: Bachelor of Science in Engineering, Bachelor of Science in Industrial Management and Bachelor of Science in Technical Communication, Master of Science in Engineering, and Master of Science with majors in Software Systems, Technical Communication Management, Technical Management, and Environmental Systems. Programs are offered on the Macon campus and through distance education.

Tift College of Education (Macon, Atlanta, Savannah, Regional Academic Centers)

Dedicated to preparing outstanding educators for the 21st century, the College of Education offers strong programs in a variety of fields to meet the diverse needs of the education community.

The college serves over 1,500 students. Degrees offered include the Bachelor of Science in Education, Master of Education, Master of Arts in Teaching, Specialist in Education, and Ph.D. The college also offers initial certification at the undergraduate and graduate levels.

A variety of programs are offered on the Macon, Atlanta, and Savannah campuses, the Henry County, Douglas County, and Eastman Regional Academic Centers, as well as off-campus sites in Newnan and Forsyth.

Walter F. George School of Law (Macon)

The Walter F. George School of Law offers a legal education that effectively integrates knowledge with practice, and emphasizes professionalism and the every day skills used by today's lawyers.

Currently serving 449 students, the school offers the Juris Doctor degree.

The Woodruff Curriculum, Mercer's model curriculum, focuses on ethics and practical skills. It was honored with the Gambrell Professionalism Award from the American Bar Association for its "depth and excellence" and "obvious commitment to professionalism."

The school's unique and innovative Legal Writing Program is consistently ranked among the top in the nation.

Townsend School of Music (Macon)

At the April 2006 meeting of the Mercer Board of Trustees, then President Godsey announced a major gift from Carolyn Townsend McAfee and J. Thomas and Julie Crangle McAfee to endow a new School of Music. The action was approved unanimously by the Board.

The Townsend School of Music became effective July 1, 2006. A department of music was previously housed within the College of Liberal Arts. The school, which has 97 students, offers undergraduate and graduate degree programs.

College of Pharmacy and Health Sciences (Atlanta)

The mission of the College of Pharmacy and Health Sciences is to prepare its graduates to provide pharmaceutical care and thereby assure the safe and effective use of medications for the benefit of the patient and society. The college provides an environment in which students can actively participate to gain knowledge of pharmaceuticals and

their actions, to understand contemporary pharmacy practice, and to develop problem-solving skills.

Drawing students from throughout the nation and world, the college currently has an enrollment of 624 students. In September of 1981, the school became the first pharmacy school in the Southeast and the fifth in the nation to offer the Doctor of Pharmacy (Pharm.D.) as its sole professional degree. In January 2008, the college accepted the inaugural class of its Physician Assistant Program. The college today awards the following degrees: Doctor of Pharmacy, Doctor of Pharmacy/Master of Business Administration, Doctor of Philosophy in Pharmaceutical Sciences, Doctor of Pharmacy/Doctor of Philosophy, and Master of Medical Science.

The college is also committed to providing postgraduate education, including graduate programs, residencies, fellowships, certificate programs, and other post-graduate educational opportunities.

James and Carolyn McAfee School of Theology (Atlanta)

The mission of the McAfee School of Theology is to extend the mission of the Church in the world by equipping women and men called of God for authentic ministry, the pursuit of spiritual maturity, and the lifelong process of theological inquiry. We are a community: centered on God in Jesus Christ, led by the Holy Spirit, guided by sacred Scripture, founded on the heritage of Baptists, and committed to the ministry of the Church. Our vision is to graduate ministers whose passion for God and neighbor leads Christian communities to integrate head and heart, worship and witness, tradition and innovation, responsible theological inquiry and prophetic vision.

The school serves more than 250 students and offers the Master of Divinity, Master of Arts in Christian Ministry, and Doctor of Ministry degrees. McAfee also partners with the Stetson School of Business and Economics to offer a joint Master of Divinity and Master of Business Administration, as well as with the College of Continuing and Professional Studies to offer a joint Master of Divinity and Master of Science in Clinical Mental Health Counseling and a joint Master of Divinity and Master of Science in Organizational Leadership with a concentration in Leadership for the Nonprofit Organization.

McAfee partners with the Cooperative Baptist Fellowship, attracting students who have looked critically at the options for theological education and seek preparation for ministry in the 21st century.

Georgia Baptist College of Nursing (Atlanta)

Georgia Baptist College of Nursing is the oldest nursing program in the metropolitan Atlanta area. Its students receive three years of clinical experience, in contrast to only two years at other schools of nursing. The college holds contracts with more than 40 affiliating clinical agencies, which give students opportunities to experience nursing in a variety of settings, from hospitals to school districts to health departments. Georgia Baptist College of Nursing currently serves 428 students. The college offers the Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Philosophy in Nursing.

The undergraduate degree program offers two tracks: generic and advanced. The generic track is suited for pre-licensure students who are not yet registered nurses and are pursuing initial professional nursing education. The RN-BSN advanced track is for registered nurses who have graduated from an accredited associate degree or diploma nursing program and have successfully completed the National Council Licensure Exam for RNs. The master's program also has two tracks: nursing educator and acute/critical

care nursing of the adult. The doctoral programs have three tracks: education, ethics, and clinical scholarship.

College of Continuing and Professional Studies (Atlanta, Macon, Regional Academic Centers)

Established in January of 2003, the College of Continuing and Professional Studies is committed to serving adult learners with distinctive interdisciplinary undergraduate and graduate degree programs that integrate theory and practice in unique ways. The college's faculty and professional support staff are committed to offering quality learning experiences and the personal attention and support that will enable nontraditional learners to achieve their educational and career goals.

The college serves more than 1,300 students and offers undergraduate degrees in human resources administration and development, human services, informatics, liberal studies, organizational leadership, and public safety leadership, as well as general education offerings, in various locations that include Atlanta, Douglas County, Eastman, Henry County, Macon, and Newnan.

On the graduate level, the College offers master's degree programs in clinical mental health counseling, school counseling, organizational leadership, and public safety leadership, an educational specialist degree program in school counseling, a doctoral degree program in counselor education and supervision, a dual Master of Science in Clinical Mental Health Counseling/Master of Divinity degree in Pastoral Care and Counseling, and a dual Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization with McAfee School of Theology. In addition, students enroll in noncredit programs that include the Public Safety Leadership Institute, Executive Leadership Development, Leadership for the Medical Practice, Substance Abuse Counseling, and Health Coaching.

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 Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate, master's, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Mercer.

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

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

In the College of Continuing and Professional Studies, the Master of Science degree in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; telephone (703) 535-5990; Web site: www.cacrep.org. The Master of Science degree in School Counseling is approved by the Georgia Professional Standards Commission, Two Peachtree Street, Suite 6000, Atlanta, GA 30303; Web site: www.gapsc.com.

Two accrediting bodies accredit programs in the College of Liberal Arts. The American Chemical Society accredits the baccalaureate chemistry program, 1155 Sixteenth Street NW.,

Washington, DC 20036, telephone (800) 227-5558 (U.S. only); Web site www.acs.org. The Computing Science Accreditation Board, Inc. of ABET, Inc. accredits the Bachelor of Science degree in Computer Science. Inquiries relating to accreditation in Computing Science can be made to Accreditation Commission of ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202; telephone (410) 347-7700; Web site www.abet.org.

Mercer University's professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE; www.ncate.org) and approved by Georgia's Professional Standards Commission. This accreditation includes all initial teacher preparation programs and all advanced educator preparation programs offered on all Mercer campuses and centers. Contact NCATE at 2010 Massachusetts Avenue N.W., Suite 500, Washington, D.C. 20036 or call (202) 466-7496.

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

The Walter F. George School of Law is accredited by the American Bar Association, 740 15th Street, N.W., Washington, DC 20005-1019, telephone (202) 662-1000; Web site www.abanet.org.

The School of Medicine is accredited by three accrediting bodies. The Doctor of Medicine is accredited by the Liaison Committee on Medical Education. LCME is jointly sponsored by the Association of American Medical Colleges (2450 N. Street, N.W., Washington, DC 20037; telephone (202) 828-0596; Web site www.lcme.org), and the Council on Medical Education of the American Medical Association, (515 North State Street, Chicago, IL 60654; telephone (312) 464-4933; Web site www.lcme.org).

The Marriage and Family Therapy Program of the School of Medicine 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, telephone (703) 838-9808, Web site www.aamft.org. The master's degree in Public Health is accredited by the Council on Education for Public Health, 800 Eye Street, N.W., Suite 202, Washington, DC 20001-3710; telephone (202) 789-1050; Web site www.ceph.org.

The undergraduate and master's music programs of the Townsend School of Music are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; telephone (703) 437-0700; Web site www.nasm.arts-accredit.org.

The Bachelor of Science in Nursing program and the Master of Science in Nursing program of Georgia Baptist College of Nursing are accredited by the Commission on Collegiate Nursing Education. Inquiries should be addressed to the American Association of Colleges of Nursing, One Dupont Circle, N.W., Suite 530, Washington, DC 20036; telephone (202) 463-6930; Web site www.aacn.nche.edu. The College of Nursing is approved by the Georgia Board of Nursing; this entity can be contacted at 237 Coliseum Drive, Macon, GA 31217-3858; telephone (478) 207-2440; Web site www.sos.ga.us/plb/rn.

The Doctor of Pharmacy Program is accredited by The Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603-4810; telephone (312) 664-3575; Web site www.acpe-accredit.org.

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; telephone (770) 476-1224; Web site www.arc-pa.org.

The Doctor of Physical Therapy Program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; telephone: (703) 684-2782; Web site www.apta.org. Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status

of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

The James and Carolyn McAfee School of Theology is accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275-1110; telephone (412) 788-6505; Web site www.ats.edu.

Students

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

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

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

Campus

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

The campus accommodates eight major academic buildings. The Davis Building, Day Hall, the science building, and the student center were constructed in 1968. The I.M. Sheffield, Jr. Physical Education Complex was added in 1979, and the Monroe F. Swilley, Jr. Library was occupied in 1983.

A building for the College of Pharmacy and Health Sciences was constructed in 1991, adjacent to the science building, providing modern laboratories, improved and expanded classrooms, and administrative offices for the college.

A new building for the McAfee School of Theology was completed in December of 1996.

The Georgia Baptist College of Nursing Building and the Business and Education Academic Building were completed in 2002.

Monroe F. Swilley, Jr. Library

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

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

For materials that are inaccessible locally or online, the library may borrow them from Mercer University's other libraries through the campus's integrated library system. Additionally, the library offers an interlibrary loan service which allows students to access a broad spectrum of materials from national and international sources. The Swilley Library also belongs to the Atlanta Regional Council for Higher Education, a metro-area consortium of educational institutions that share interlibrary loan and interlibrary use privileges. The library's other memberships include those in the Atlanta Health Sciences Libraries Consortium, the Georgia Interactive Library Network, the American Theological Library Association, and the American Library Association.

The library has hard-wired as well as wireless networks for use by students and faculty who have their own laptops or who wish to check out one of the library's laptops. For group work, students may check out one of twenty group study rooms equipped with white boards and laptop connections. The library has two multimedia seminar rooms with computer projection equipment that graduate students may use for computer simulations or presentations.

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

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

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

Special Programs

Grants and Contracts Office

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

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

GCO manages all aspects of post-award administration. It is responsible for establishing accounts, managing budgets, authorizing expenditures, ensuring compliance with

University policy and agency guidelines, collecting time and effort certifications, invoicing and reporting. Additional information can be found at: <http://www2.mercer.edu/Grants/default.htm>

Atlanta Regional Council for Higher Education

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

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

Air Force ROTC

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

International Programs

The Office of International Programs (OIP) is the central administrative unit of international education at the University. The OIP is responsible for the study abroad program, student and faculty exchange programs, international student and scholar services (F-1 and J-1 visa advising) and the English Language Institute (ELI). The OIP manages the

University's relationships with foreign universities and academic programs. The OIP's mission is to support students and faculty in each of these areas of international education. In addition, the OIP works with the Office of Admissions on the recruitment and matriculation of international students to degree programs at the University.

International Student and Scholar Services

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

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

English Language Institute

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

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

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

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

Bridge Program for International Students

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

- 1) Assessment of mathematics proficiency is accomplished through use of an online assessment tool to determine the level of functional knowledge in algebra and

pre-calculus, including analytic trigonometry. Based on the results of the proficiency assessment exams, students may be exempt from taking one or more of the following courses:

- MATH 120. Basic Algebra
- MATH 130. Topics in Pre-calculus
- MATH 150. Analytic Trigonometry *

**Exemption may apply for certain majors.*

For additional information, please contact the Bridge Program advisor at (678) 547-6029.

2) Students enrolled in the Bridge Program must also complete the following courses:

- FDLS 110. The Culture of the University
- FDLS 130. Language and Communication *
- ENGL100. Critical Thinking, Reading, and Writing
- COMM 171. Introduction to Public Speaking

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

The Bridge Program provides quality instruction by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

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

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

Mercer Exchange Programs

Mercer faculty can participate in an existing professorial exchange program, such as at Seinan Jo Gakuin University (Japan), or propose a new academic linkage with a foreign university. There are numerous exchange opportunities for faculty in the various colleges and schools. In addition, instructors at the English Language Institute (ELI) can participate in an academic exchange with Point Language School (Brazil). Faculty members interested in arranging an exchange program should contact Thomas Tyner, Director of International Programs for the Atlanta campus at (678) 547-6151, visit the web site at www.mercer.edu/international, or send an e-mail inquiry to tyner_t@mercer.edu.

Study Abroad Programs

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

globalization and prepare them for life in the complex and interdependent world of the twenty-first century.

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

Alumni Association

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

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

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

Campus Life

Student Health Insurance

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

Immunization Policy

The "Mercer University Student Health Form" is required and must be signed by a physician or other health care provider, and stamped with the provider's name and address. No other immunization forms or physician records will be accepted. Students are encouraged to keep a photocopy of this completed form for their personal records. The Student Health Form is a Mercer document and will not be forwarded to other institutions.

All students born after 1956 must provide a statement of immunization against Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A statement of "up to date" is not sufficient. Two doses of Measles (Rubeola) vaccine are required. You must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician's statement is required) but not proof of Rubella.

If a student is unable to provide dates of immunization to Measles, Mumps and Rubella, he or she may document immunity by blood test at the student's expense. If this testing shows no immunity to Measles, Mumps, or Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.

Tuberculosis screening (within the past year) is required of **all new students**. Students at risk for TB will be required to have a PPD skin test (Mantoux). The tine tuberculosis test is not acceptable. Students should be tested regardless of prior BCG vaccination. Any student with a positive skin test will be required to provide a report of a normal chest x-ray (done after the positive PPD) to be eligible to register. A physician should evaluate individuals with a positive tuberculosis skin test.

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

Exemptions from compliance with the immunization policy include:

1. Religious exemption, written on letterhead stationery, signed by a religious official and notarized.
2. Medical exemption, written on office stationery, and signed by a health care provider. The letter should state the reason for the exemption, and whether the exemption is permanent or temporary.

Immunizations for the following diseases are recommended, but not mandatory: chickenpox (varicella), hepatitis A, hepatitis B, polio, and tetanus. The most recent tetanus booster should have been within the past 10 years. Immunization against meningococcal meningitis is recommended for college students.

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

Food Services

A full-service cafeteria is located in the Cafeteria/Pharmacy Administration Building. Information concerning its specific services and hours of operation may be obtained in the facility.

International Student Services

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

Student Affairs Division

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

Counseling Services are available to currently enrolled Mercer students at no charge. We encourage new clients to visit during our walk-in hours Monday-Thursday from 11:30 a.m. to 12:30 p.m. and 3 p.m. to 4 p.m. Counseling services are located in Suite 215 of the Sheffield Student Center.

Campus Life oversees the following services:

- **Housing:** On-campus apartments house 184 students in one-, two-, and four-bedroom configurations.
- **Disability Services:** Students who have special needs due to physical or learning disabilities must contact this office to receive accommodations. If possible, please contact the office within the first two weeks of any semester.
- **Student Activities/Organizations:** Students interested in planning/participating in activities or organizations other than those provided by their schools or colleges are invited to submit their suggestions to Campus Life. Additional information follows below.

Wellness and Recreation is located on the lower level of the Sheffield Student Center. Sheffield houses the basketball gym, a work-out space for exercise and weight lifting, locker rooms, and indoor pool for use by Mercer faculty, staff, and students who hold valid Mercer ID's. The facility is also available for use by the immediate family members of faculty, staff, and students. Contact this department for the hours of operation for the pool and the gym.

Wellness and Recreation classes can be taken at the Sheffield Student center, as well as a variety of fitness activities offered each semester to help participants maintain a healthy lifestyle. For more information, please contact Karen Reynolds, Assistant Director for Wellness and Recreation, or by email at Reynolds_kr@mercer.edu. You may also call her at 678-547-6815.

Campus Health Care Services is located on the second floor of the Sheffield Student Center. The facility is staffed by a part-time Family Nurse Practitioner, one part-time Registered Nurse, an Administrative Assistant and a part-time Family Practice Physician. The student health fee, which is included in fees paid by all students, entitles students to use Campus Health Care Services for ordinary cases of sickness or accidents. Information regarding the specific services provided is available in the Campus Health office and on the campus website. The Clinic is open from 8 a.m. to 4 p.m., Monday, Wednesday, Thursday and Friday. On Tuesday it is open from 8:30 a.m. to 4:30 p.m. The clinic will close on all university holidays. Any change to posted hours will be announced on the campus website and university email. There will be no walk-in/sick visits taken after 2 p.m. If you are ill after 2 p.m. please call the clinic for an appointment.

Student Organizations and Campus Activities

Student Organizations and Campus Activities include a variety of clubs and organizations for you to participate in. These include the Baptist Collegiate Ministry (BCM); Alpha Kappa Alpha and Delta Sigma Theta sororities, Habitat for Humanity, Indian Student Association, Mercer International Student Organization (MISO) and the Real Estate and Entrepreneurship clubs.

If you want to get involved, share a program idea, or start a new campus wide club or organization, contact Assistant Dean for Campus Life, located in Suite 208 of the Sheffield Student Center. You can also call 678-547-6823.

Baptist Collegiate Ministry was initially formed in the College of Nursing and now has membership representing most of Mercer's schools and colleges. You do not have to be Baptist to join. The group is interdenominational and provides many opportunities for good fellowship. For more information contact the Campus Chaplain by emailing at tere-sa75@bellsouth.net.

Mercer Atlanta's chapter of Habitat for Humanity works in cooperation with the DeKalb County Affiliate and seeks to provide opportunities for students to serve on building projects and educate the student body on issues of homelessness. For more information about Habitat, contact Grady Strom at strom_jg@mercer.edu.

Delta Sigma Theta is a University recognized sorority. Established in 1913 at Howard University, Delta has clearly established itself as a public service organization that strives to confront the problems of African Americans and hence, all Americans. This organization invites any undergraduate woman to apply for membership. For more information, contact Richard Stilley at stilley_r@mercer.edu.

Alpha Kappa Alpha Sorority, Inc. was founded January 15, 1908 at Howard University and is deeply rooted in service, sisterhood and scholarship. Open to all undergraduate women, AKA has initiated such prominent individuals as Coretta Scott King, Maya Angelou, and Toni Morrison. Alpha Kappa Alpha has enhanced the quality of collegiate life on every campus it has graced. For more information, contact Richard Stilley at stilley_r@mercer.edu.

The Mercer International Student Organization (MISO) is to unite and celebrate our diverse student body and promote cultural awareness and education. For more informa-

tion about MISO, visit their website at www.mercer.edu/misoatl or email miso@mercer.edu.

Mercer E-Mail

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

Student Conduct

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

The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline is limited to conduct that adversely affects the University's pursuit of its educational objectives. The following are examples 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.

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

Honor Societies

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

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

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

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

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

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

Alpha Sigma Lambda Honor Society

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

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

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

Beta Gamma Sigma

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

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

Chi Sigma Iota Mu Upsilon Alpha Chapter

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

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

Omicron Lambda Honor Society

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

The criteria for membership in the society are:

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

Parking Regulations

For the safety of pedestrians and protection of property, the University requires that all motor vehicles operated on Mercer University property by students, faculty members, and staff members be registered during the first week of the fall term. If vehicles are acquired after the first week, these vehicles must be registered at once with the Mercer

Police Department. Operating an unregistered motor vehicle (automobile, motorcycle, scooter, etc.) on University property will subject the operator to a penalty.

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

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

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

Penalties

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

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

Vehicles are banned from campus after receiving 5 tickets.

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

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

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

Traffic Citation Appeal Procedure

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

1. Appeals must be made in writing upon a standardized form within 5 days of the date of the traffic citation.
2. Appeal forms may be obtained in the Police Department.
3. Completed forms must be received by the Traffic Appeals Committee within the 5-day period allotted. The forms may be mailed to: Mercer University, 3001 Mercer University Drive, Atlanta, GA 30341, ATTN: Traffic Appeals Committee.
4. The Traffic Appeals Committee will act upon your appeal and notify you in writing of the judgment made.

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

Financial Information

2012-2013 Academic Year Only

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

Tuition and Fees

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

Eugene W. Stetson School of Business and Economics

	Per Hour
Undergraduate	\$.404/hr
Graduate Programs	
Master of Business Administration	\$.668/hr
Executive Master of Business(Contact the Stetson School of Business and Economics for current rates.)
Master of Science in Accountancy	\$.668/hr

Tift College of Education

Master of Education	\$.515/hr
Master of Arts in Teaching	\$.515/hr
Specialist in Education	\$.546/hr
Ph.D.	\$.645/hr
Special fees for each course:	
EMAT 601	\$.125
EMAT 608, 609	\$.200
EMAT 611, 612	\$.300
EDUC 662	\$.50
EDUC 676, 679	\$.200
Educational Leadership Academy Fee for EDEL Courses 601, 655, 703, 704, 810, 811, 898	\$.65
EDEL 645B	\$.125

College of Continuing and Professional Studies

Undergraduate	\$.404/hr
Graduate Programs	
Master of Science in Clinical Mental Health Counseling	\$.515/hr
Master of Science in Clinical Mental Health Counseling /	
Master of Divinity in Pastoral Care and Counseling	\$.515/hr
Master of Science in Organizational Leadership	\$.515/hr
Master of Science in Organizational Leadership / Master of	
Divinity in Leadership for the Nonprofit Organization	\$.515/hr
Master of Science in Public Safety Leadership	\$.515/hr
Master of Science in School Counseling	\$.515/hr

Educational Specialist in School Counseling	\$546/hr
Doctor of Philosophy in Counselor Education and Supervision	\$645/hr

Special Fees

Internship, fieldwork, practicum for Undergraduate degree programs (CRJS 470 and PSFT 470)	\$100
Internship, fieldwork, practicum for Graduate degree programs (COUN 609, COUN 610, COUN 640, and PSLD 632)	\$100
Testing and Assessment fee (COUN 617)	\$50

James and Carolyn McAfee School of Theology

Master of Divinity	\$350/hr
Master of Christian Ministry	\$350/hr
Doctor of Ministry	\$335/hr

Miscellaneous Fees

Facilities and Technology Fee:

Undergraduate students enrolled in 12 hours or more	\$150/semester
Undergrad 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
Audit Fee (for full-time student)	no charge for one audit per semester
Each additional audit	\$150
Audit Fee (for Theology Students)	\$50/hr
Application Fee (non-refundable)	\$25 - \$50 (fee varies by college)
Application Fee (non-refundable) for International Students	\$100
Thesis Binding Fee	\$30
Dissertation Binding Fee	\$65
Personal Copies (if desired)	\$10
UMI Microfilm Publication	\$65
	(Copyright registrations will be additional.)
Late Registration	\$25
Late Payment Fee	\$50
Registration Reinstatement Fee	\$50
Payment Plan Fee	\$40/semester
Transcript Related Fees	
Transcript Fee (for two-day service)	no charge
Transcript on Demand (immediate service)	\$10
Document Faxing Fee	\$5
Overnight Service Fee/per address (standard not priority)	\$25
Returned Check Fee	\$50 or 1% of the face value of the check, whichever is greater. (The obligation and fee for returned checks must be paid in cash, cashier's check, or money order. After two returned checks, students are on a "cash only" basis with the University.)

Please note that the above listed tuition rates and miscellaneous fees are for the 2012-2013 academic year and are subject to change without prior notice.

Billing and Fee Payment

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

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

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

PLEASE NOTE: If payment arrangements have not been made by the end of the drop/add period, the student's registration is subject to cancellation. The University reserves the right to deny access to, or use of, University facilities to any student with an outstanding balance.

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

Contractual Obligations

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

Payment Methods

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by MasterCard, Discover, and American Express. Credit card payments must be made online through QuikPay via MyMercer. Students paying by credit card will be assessed a convenience fee by the credit card processor.

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. Those students whose financial aid has not been awarded *by the first day of class* are required to sign a Tuition Deferment for Pending Financial Aid form.

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

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

Third Party Payments

Special billing arrangements involving third parties must be approved by the Bursar Office prior to the start of each semester, and applicable vouchers and payment contracts must be received by the last day of drop/add. All outstanding balances must be paid no

later than 30 days from the last day of class for the semester. A student using a third-party payment arrangement will be held liable for payment of his or her account in the event that the third party does not pay.

V A Benefits

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the University's Office of the Registrar regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. **Students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar not later than the first day of class each semester to ensure that their tuition and fees will be paid in full.**

Student Insurance

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

Debts

No records are released, 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.** Unpaid student accounts that are deemed delinquent may be placed with a collection agency. If such action is required, the student will be liable for any cost associated with such an action, and should understand that collection costs will be a minimum of 33 1/3% and up to 67% of the outstanding balance. All accounts placed with collections will be reported to the credit Bureau and/or NSLDS.

Refund Policy

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; or (4) the student withdraws from a class or classes, but does not totally withdraw from all classes for the semester.

A student who FORMALLY RESIGNS from school prior to the last day of the drop/add period for any term of enrollment will be entitled to a 100% credit of tuition and fees charged for the current term. A student who FORMALLY RESIGNS from school after this date may be entitled to a prorated credit of the tuition and fee charges, if certain criteria are met as described in this policy. The criteria for the Mercer Institutional Refund Policy are based upon federal mandates established by the Federal Return Policy, which took effect on all of the Mercer campuses on August 15, 2000, replacing all existing refund policies throughout the University.

Mercer University will maintain a fair and equitable refund policy by adherence to this 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 policies with which it may conflict.

To FORMALLY RESIGN, a student must drop or withdraw from **all courses** for the term by (1) personally completing and returning an official Term Withdrawal Form obtained from his/her school's Registrar's Office or (2) phoning his/her school's Registrar's Office and having an official Term Withdrawal Form completed for him/her. The completed form must be received in the Registrar's Office before the resignation process can be finalized. Refund calculations will be based upon the date the Term Withdrawal Form is received in the Registrar's Office.

No charges are assessed for housing when a student resigns prior to the first day of class for the term. When a student resigns after the end of the official drop/add period, housing refunds are calculated based on the percentages allowable under the Federal Return Policy Refund Schedule. Additional charges for housing will be assessed on a prorated basis from the time of withdrawal until the student vacates the room and returns his/her keys or keycard. Once all calculations are complete, the Office of the Bursar will bill the student for any outstanding balance. When the University has assessed charges in error, a full credit and/or refund of the charges will be made. Financial Aid awards and disbursements for students who formally resign from the University after the last day of drop/add each term will be returned to the original source of funds in accordance with the Federal Return Policy.

Any exception to this policy will require a written appeal by the student to the Refund Appeals Committee. Letters of appeal, along with any pertinent documentation must be submitted to the Office of the Bursar **by the beginning of the following semester. Decisions of the Refund Appeals Committee are final.**

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 academically related activity, if it can document the student's attendance. A calculation for the return of federal funds will be completed within 45 days of the school's determination that a student has ceased attendance without proper notification. Any financial assistance disbursements, which must be returned to their original source of funding, will then become immediately due and payable by the student to the University and, in some cases, to the U.S. Department of Education.

The following resignation calculation will be used to determine the prorated amount of tuition and fees to be credited to the student's account and the amount of financial aid to be returned to its source programs:

$$\frac{\text{The total number of calendar days attended by the student}}{\text{The total number of calendar days in the term of enrollment}} = \text{Percentage to be retained}$$

The total number of calendar days includes all days beginning with the first day of classes and ending with the last day of exams for the student's official program of study, excluding scheduled breaks of at least five consecutive days or more.

When the percentage to be retained is equal to or greater than 60%, NO tuition credit or refund of Title IV funds is required by the Mercer Institutional Refund Policy or the Federal Return Policy.

$$\text{Total tuition and fees for the term of enrollment} \times (100 - \text{percentage to be retained}) = \text{Total tuition and fees to be credited to the student's account}$$

Total amount of Title IV Financial Aid disbursed X (100 - percentage to be retained) = Total Title IV Financial Aid to be returned**

*** In most cases, the University is required to return only the portion of federal financial aid that has been paid toward institutional charges. Any funds refunded to the student prior to resignation could be repayable by the student to the University or the U.S. Dept. of Education. Should the University be required to return federal financial aid funds in excess of those retained for tuition and fees, then the student would be immediately responsible for payment back to the University for the full amount of this excess refund.*

Total amount to be returned to Non-Title IV funds = Total tuition and fees to be credited to the student's account less the total Title IV Financial Aid to be returned.

Federal Title IV financial aid funds must be returned in the following order:

1. Loans:
 - Federal Unsubsidized
 - Federal Subsidized
 - Federal Perkins
 - Federal PLUS
2. Grants (& Other):
 - Federal Pell
 - FSEOG
 - Other Title IV (excluding college work study earnings)

Non-Title IV financial aid funds will be returned in the following order:

1. Mercer institutionally-funded loans
Mercer institutionally-funded grants/scholarships
2. Mercer endowment-funded loans
Mercer endowment-funded grants/scholarships
3. State and other loans
State and other grants/scholarships
4. Student/parent payments

Sample Refund Calculations:

First Day of Class	=	August 22nd
Last Day of Exams	=	December 18th
Holidays	=	Labor Day, September 3rd Fall Break, October 8th and 9th Thanksgiving Break, November 21st - 23rd

Number of calendar days between August 22
and December 18 = **119 days**

Number of scheduled breaks lasting five
consecutive calendar days or longer = **5 days**

Total calendar days in this enrollment period = **114 days**

Resignation Scenario #1: A graduate student formally resigns in the Registrar's Office on September 17th.

Typical Charges: \$1,959 Graduate Tuition

Financial Aid Disbursed: \$3,000 Federal Subsidized Direct Loan, of which \$1,041 has been refunded to the student

Calculation: Number of calendar days between August 22 (First Day of Class) and September 17 (the date of Formal Resignation) = **27 days**

Percentage of charges to be retained* = $\frac{27 \text{ days}}{114 \text{ days}} = .2368$ or 23.7%

**Note that this is the same calculation used for the percentage of Title IV Aid earned.*

Amount of tuition earned by the institution =	$\$1,959 \times 23.7\% = \464.28
Amount of tuition to be credited to the student's account =	$\$1,959 - \$464.28 = \$1,494.72$
Amount of Title IV funds earned by student =	$\$3,000 \times 23.7\% = \711
Amount of Title IV fund to be returned to the Direct Loan Program =	$\$3,000 - \$711.00 = \$2,289$
Amount of Title IV funds to be returned by the University =	$\$1,959 \times (100-23.7\%) = \$1,494.72$

Amount of Title IV funds to be returned by the student = since the student received a Direct Loan, the student will be responsible for the repayment of the amount borrowed less the amount returned by the University, in accordance with the promissory note signed by the student.

Snapshot of Student Account:

Tuition	\$1,959.00
Direct Loan	(3,000.00)
Refund to Student	1,041.00
Account Balance	-0- At time of resignation
Tuition Credit	(1,494.72)
University Refund to Direct Loan Program	1,494.72
Account Balance	-0- After resignation

Resignation Scenario #2: An undergraduate student formally resigns in the Registrar's Office on September 17th and turns in her dorm room keys and key card the same day.

Typical Charges:	Financial Aid Disbursed:
	\$5,000 Federal Subsidized Direct Loan
	<u>2,000</u> FSEOG Award
\$9,145 Tuition	\$7,000 Total Title IV Financial Aid
1,750 Dorm Room	3,000 Institutional Scholarship
<u>1,480</u> Meal Plan	<u>2,000</u> Outside Scholarship
\$12,375 Total Charges	\$12,000 Total Financial Aid Disbursed

Calculation: Based on the same calculations used in Scenario #1 = 23.7%

Amount of charges earned by the institution =	$\$12,375 \times 23.7\% = \$2,932.87$
Amount of charges to be credited to the student's account =	$\$12,375 - 2,932.87 = \$9,442.13$
Amount of Title IV funds earned by student =	$\$7,000 \times 23.7\% = \$1,659.00$
Amount of Title IV funds to be returned to the Title IV programs =	$\$7,000 - \$1,659 = \$5,341$

Amount of Title IV funds
to be returned by the
University = the lesser of \$5,341 or $\$12,375 \times (100-23.7\%) = \$9,442.12$

The University will refund \$5,341, as follows:

\$5,000 to Federal Subsidized Direct Loan
\$341 to FSEOG Award

Amount of Title IV funds to be returned by the student = since the University returned the full amount due to the Title IV programs, there are no funds to be returned to the Title IV programs by the student.

Calculation of remaining credit for University charges and distribution towards non-Title IV funds:

Total charges credited	=	\$9,442.12
Less Title IV funds returned by the University	=	<u>5,341.00</u>
Funds to be returned to non-Title IV funds	=	\$4,101.12

These funds are distributed as follows: \$3,000 to an institutional scholarship
\$1,101.12 to an outside scholarship

Snapshot of Student Account:

Charges	\$12,375.00
Direct Loan	(5,000.00)
FSEOG Award	(2,000.00)
Institutional Scholarship	(3,000.00)
Outside Scholarship	(2,000.00)
Student Payment	(375.00)
Account Balance	-0- At time of resignation
Charges Credited	(9,442.12)
University Refund to Direct Loan	5,000.00
University Refund to FSEOG	341.00
Funds Returned to Institutional Scholarship	3,000.00
Funds Returned to Outside Scholarship	1,101.12
Account Balance	-0- After resignation

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

Leave of Absence

Approved Leave of Absence

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

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

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

Unapproved Leave of Absence

An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes. For a student who takes a leave of absence that does not meet the requirements for approval, the withdrawal date is the date that the student begins the leave of absence.

Overpayment

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

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

Financial Assistance

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

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

May 1 is the "priority filing date" for applications for the subsequent fall term. Completed applications received after this date will be considered based upon availability of funds. Applicants must complete the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on the Web at www.fafsa.ed.gov.

How To Apply For Financial Assistance

In order to apply for financial assistance, an applicant must:

1. Apply for admission to the University. Only students who have been accepted for admission may receive a financial assistance award notification. To obtain an Application for Admission contact the Admissions Office.
2. Submit a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Processing of this application generally requires several days. Time should be allotted for filing and processing prior to the May 1 deadline date.

3. Full-time undergraduate students who are legal residents of Georgia should complete the Application for the Georgia Tuition Equalization Grant. This form is available online at www.gacollege411.org.
4. Summer Session: Students applying for financial assistance for the summer session(s) should apply during the preceding spring semester. Awards are made contingent upon the availability of funds.
5. Students receiving financial assistance from any source other than Mercer University are required to advise the Student Financial Planning Officers. An adjustment to your award may be required.
6. Applications for assistance must be renewed annually.

General Regulations

1. An applicant for financial assistance must be admitted to the University before financial assistance can be awarded.
2. Ordinarily, financial assistance is awarded for the three semesters of the regular academic year. One-third of the annual financial assistance award will be paid each semester, with the exceptions of work-study earnings and the Georgia Tuition Equalization Grant.
3. Payments of funds will be made only to students who: maintain satisfactory academic progress in the course of study being pursued; are not in default on any loan made, insured, or guaranteed for attendance at any institution; and do not owe a refund on grants previously received for attendance at any institution under the Pell Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant programs.
4. Veterans' Benefits must be considered part of the student's financial assistance package.

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

Standard of Satisfactory Academic Progress (SAP)

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

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

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

Qualitative Standard

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 – 59	1.9
60 – 128	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.

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

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

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

Quantitative Standard

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

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

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

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

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

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

- **Transfer hours** – Accepted into a student's program will count as both hours attempted and hours earned

- **Withdrawals** – Will count as hours attempted ONLY
- **Incompletes** – Will count as hours attempted, only until the course is completed. A passing grade will count as hours earned; a failing grade will remain as hours attempted only
- **Repeat Courses:**
 - o Repeat courses are counted for previously failed classes
 - o Repeat of previously passed courses are counted ONE TIME only
 - o Cannot count repeat of previously passed courses at all IF the repeat of the course is due to the failing of another course in a prior period

Quantitative Evaluation Points

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

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

Appeal Process

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

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

Financial Aid Probation

- Under Financial Aid Probation, a student may only receive Title IV funds for ONE semester only.

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

Types of Financial Assistance

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

Grants

Federal Pell Grant: A federal aid program available to eligible undergraduate students. The amount of a Federal Pell Grant is determined on the basis of a student's financial resources and the resources of his/her family, along with the cost of education at the institution the student attends. The maximum Federal Pell Grant is currently \$5,550.00 per academic year.

Federal Supplemental Educational Opportunity Grant: A federal program for undergraduate students, enrolled at least half-time, with a demonstrated exceptional financial need. Awards range from \$200 to \$2,000 per year and are contingent upon the availability of funds. A student must receive the Pell Grant to be eligible for FSEOG.

Georgia Tuition Equalization Grants: The State of Georgia has made available, to qualified Georgia residents, an annual tuition grant for attendance at approved private colleges in the state. To be eligible for this grant, a student must be a United States citizen or permanent resident who has resided in Georgia for at least one full year prior to the date of registration for a particular semester. The student must enroll for at least 12 undergraduate hours per semester.

The HOPE Scholarship Program: Funds are provided by the State of Georgia to qualified undergraduates. Qualifications include a cumulative grade point average of at least 3.00 from all prior course work, and residency in Georgia for at least one full year prior to the registration date for a particular semester. Please note that the HOPE GPA of 3.0 or higher cannot include "plus" grades (e.g., B+, C+). Eligible student must be citizens or permanent residents. Additional regulations may apply; please see the Office of Student Financial Planning for details.

To be considered for these grants, the student must complete the application online at www.gacollege411.org. **No applications can be accepted after the last day of registration for the semester.**

Loan Programs

Federal Perkins Loan: Funded by the federal government and administered by the University, this loan program provides funds to students with proven financial need. All awards under this program are made by the Student Financial Planning Officers. The repayment period does not start and the interest does not begin to accrue until nine months after the student ceases to be at least a half-time student. The interest rate for Perkins loans is 5 percent simple. Complete information regarding a borrower's rights and responsibilities including a sample repayment schedule, may be obtained from the Student Loan Office.

Federal Direct Subsidized Stafford Student Loan Program: This program allows students to borrow funds directly from the federal government. Laws which govern the student loan program generally permit the guarantee of student loans in the following amounts: \$3,500 per academic year for freshmen; \$4,500 for sophomores; and \$5,500 for juniors and seniors. Repayment begins six months after leaving college.

Federal Direct Unsubsidized Stafford Student Loan Program: Graduates or independent undergraduates may borrow, regardless of income, up to the following amounts per academic year: \$6,000 for freshmen and sophomores; \$7,000 for juniors and seniors; and \$12,000 for graduate students.

The loan principle may be deferred during at least half-time enrollment.

Federal Direct Parent's Loan for Undergraduate Students (PLUS): Parents may borrow up to the cost of attendance for an undergraduate student. Applications may be printed at atlanta.merceraid.com.

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

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

Employment Programs

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

On-Campus Employment: This program is made available by the University on a part-time basis to students currently enrolled. Jobs are posted in the Office of Student Financial Planning.

Other Scholarships and Grant Assistance

A comprehensive list of links to private scholarships and grants may be found at www.atlanta.merceraid.com. Funds are provided by many sources and are made available as restricted and unrestricted scholarships or grants.

Costs of Attendance

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

Disbursement and Refunds

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

By May 1 of each year, all complete applications are reviewed. The types and amounts of assistance offered are dependent upon the financial situations of students, as determined through need analysis and the availability of funds. Notification will be sent to all applicants. A notification of awards must be signed by the student and returned to the Office of Student Financial Planning within 2 weeks.

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

Veterans

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

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

Additional Information

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

Academic Information

General regulations governing academic programs are published in this section. Specific regulations governing programs within any particular college or school are published in that respective college's or school's section of this catalog. Students are expected to be familiar with all regulations that affect them and are responsible for developing and carrying out educational plans that will enable them to achieve their degree objectives.

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 outcomes 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. To realize this goal, 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 Outcomes of General Education

A Mercer education emphasizes experiences that foster *intellectual growth, cultural understanding, civic responsibility, and moral discernment*. These four interrelated capacities inform the intended outcomes for general education.

Intellectual growth

Intellectual growth may be interpreted to include complexity of thought, integrative and synthesizing ability, quantitative analysis, qualitative analysis, critical inquiry, critical reflection, creative expression, integration of life and learning experiences, self understanding and knowledge, and capacity for continued learning and intellectual growth.

Cultural awareness

Cultural awareness may be interpreted to include global perspective, intercultural perspective, empathy, perspective taking, engaging the other, cultural appreciation.

Civic responsibility

Civic responsibility may be interpreted to include active responsible citizenship, the ability to engage with problems and issues, civility and respect, collaboration and working in teams, and caring.

Moral discernment

Moral discernment may be interpreted to include judgment in ambiguous situations, academic integrity, ethical reasoning, ethical behavior, and the ability to act upon reflectively-held convictions.

These broad learning outcomes are achieved, not in the abstract, but in and through the exercise and development of certain specific practical competencies that are infused in these four outcomes of general education.

- Communicating effectively in writing in a variety of modes and settings
- Communicating effectively orally in a variety of modes and settings
- Analyzing observed natural phenomena through the use of scientific reasoning
- Reasoning quantitatively
- Integrating coherently diverse perspectives with knowledge
- Acting perceptively and responsibly in light of the education one has received

As required by the University's accrediting body, general education programs at Mercer will constitute a minimum of 30 semester hours to include credit hours in humanities/ fine arts, social/ behavioral science, and science/mathematics.

Academic Honesty

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

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

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

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

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

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

Stetson School of Business and Economics

- Bachelor of Business Administration
- Master of Business Administration
- Executive Master of Business Administration
- Professional Master of Business Administration
- Master of Accountancy

Tift College of Education

- Master of Education
- Master of Arts in Teaching
- Specialist in Education
- Doctor of Philosophy in Educational Leadership
- Doctor of Philosophy in Curriculum and Instruction

College of Continuing and Professional Studies

- Bachelor of Science (Public Safety Leadership)
- Bachelor of Applied Science (Organizational Leadership)
- Bachelor of Science (Informatics)
- Master of Science in Clinical Mental Health Counseling
- Master of Science in Organizational Leadership
- Master of Science in Public Safety Leadership
- Master of Science in School Counseling
- Educational Specialist in School Counseling
- Doctor of Philosophy in Counselor Education and Supervision

Georgia Baptist College of Nursing

- Bachelor of Science in Nursing
- Master of Science in Nursing
- Doctor of Philosophy in Nursing
- Doctor of Nursing Practice

McAfee School of Theology

- Master of Divinity
- Master of Arts in Christian Ministry
- Doctor of Ministry

College of Pharmacy and Health Sciences

- Master of Medical Science
- Doctor of Pharmacy
- Doctor of Physical Therapy
- Doctor of Philosophy in Pharmaceutical Services

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

Units of Credit

The unit of credit at Mercer is the semester hour. Generally, a credit represents one hour of class work per week, or its equivalent in other forms of instruction.

Course Load

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

For the purpose of computing the full-time equivalent enrollment, an undergraduate student carrying 12 semester hours is considered a full-time student. A student carrying less than 12 semester hours is considered a part-time student. A full-time load for the purposes of attendance and eligibility for financial aid in the graduate programs in business, education, counseling, and theology is 9 credit hours per semester. Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University's Office of the Registrar for VA certification.

Course Numbering System

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

Eugene W. Stetson School of Business and Economics

- 300-399: Junior-level
- 400-499: Senior-level
- 500-599: First-level graduate courses
- 600-699: Graduate courses designed for graduate students only

Tift College of Education

- 500-599: Post-baccalaureate initial certification only; non-degree credit
- 600-699: Master of Education and Master of Arts in Teaching
- 700-799: Education Specialist classes
- 800-899: Doctor of Philosophy classes

College of Continuing and Professional Studies

- 100-400: Undergraduate Courses
- 600-999: Graduate courses designed for graduate students only

McAfee School of Theology

- 500-999: Graduate courses designed for graduate and professional level students only

Undergraduate Student Classification

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

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

Grading System

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</u>
		<u>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
S	Satisfactory	*
U	Unsatisfactory	*
ABX	Absent from final examination (excused)	*
IC	Incomplete due to some requirement other than the final examination (excused)	*
IP	In Progress	*
AU	Audit	*
W	Withdrawal	*
Z	Grade Not Reported	*

* *These grades are not calculated in the GPA.*

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

Satisfactory/Unsatisfactory (S/U) Grade

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

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

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

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

ABX and Incomplete

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

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

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

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

In Progress (IP)

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

Grade Appeals

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

Grade Reports

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

Registration

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

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

Cross-Registration

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

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

1. Obtain an ARCHE Center Cross Registration Form from the Registrar's Office, or on the ARCHE website at www.AtlantaHigherEd.org.
2. Fill out the Cross Registration Form completely. The form requires the signature of the student's academic advisor, or the dean, and the Coordinator of Cross Registration.
3. Check the calendar on the Cross Registration Form for the date by which the cross registration form needs to be processed.
4. A student must be enrolled in a course at Mercer to cross-register. The student will pay the tuition of Mercer for the course taken at the other institution. A refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.
5. The completed form will be sent by the Coordinator of Cross Registration to the host school for processing. Registration will be on a space-available basis and upon approval of the host institution.
6. All regulations, policies, and procedures of a host institution apply to the cross-registered student while enrolled there.
7. Students must complete new Cross Registration Forms for any subsequent terms in which they wish to participate in the Cross Registration Program.

Internal Transfer Students

Included in this category are students enrolled in certain programs at Mercer University's Cecil B. Day Atlanta Campus or Mercer University's Main Campus in Macon

who want to transfer to a Mercer University Regional Academic Center. A one-year non-enrollment period is required for an internal transfer to be approved. Students who wish to request an exception to the one-year waiting-period must submit the following items to the Regional Academic Center Admissions Office:

1. A completed Regional Academic Center Undergraduate Application for Admission. (An application fee is not required.)
2. A written statement from the student explaining the specific reasons for requesting the transfer.

All requests to be transferred to the Regional Academic Centers from another Mercer University campus must be approved by the dean's office of the school in which the student's desired major is offered. The Coordinator of Admissions will present the request for transfer to the appropriate dean's office for approval. Applicants must submit the required documents by the priority deadline of the desired term of enrollment.

Note: Academic majors offered at the Cecil B. Day Atlanta Campus and the Main Campus in Macon may not be offered at the Regional Academic Centers. Please check the availability of your desired major in the appropriate school's section of this catalog or with the Regional Academic Center Admissions Office.

Readmission of Former Students

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

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

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

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

Students who were enrolled prior to August of 1997 must fulfill the catalog requirements in force at the time of re-enrollment, if they have less than 30 hours of credit or they have not been enrolled at the University for the previous 24 months.

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

Repeating Courses

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

Class Auditing Regulations

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

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

A part-time student may audit courses with approval. The auditing fee for such auditors is listed in the Financial Information section of this catalog.

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

Schedule Changes

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

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

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

Course Withdrawal

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

A student may not withdraw from any course more than twice.

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 pub-

lished withdrawal deadlines for each session and semester. In order to receive grades of W, a student must complete the Term Withdrawal Form and submit it to the Office of the Registrar by the published deadline. A student who withdraws after the deadline must complete the form for official withdrawal, but grades of F will be recorded for his/her classes. In extreme personal circumstances and with appropriate documentation, a student may appeal to the associate dean of his/her college to have grades of W awarded when officially withdrawing after the deadline.

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

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

Information on Mercer's refund policies can be found in the "Financial Information" section of this catalog.

Advance Placement, CLEP, and International Baccalaureate Credit

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

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

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

Transfer Credit from Foreign Institutions

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

Independent Study

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

Class Attendance

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

Religious Observance

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

Final Examinations

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

Transient Status for Mercer Undergraduate Students

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

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

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

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

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

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

Academic Warning, Probation, and Suspension

The minimum standard for satisfactory academic achievement (good standing) is a grade point average of 2.0 for undergraduate students and 3.0 for graduate students. These minimum grade point averages are required for the awarding of any degrees. Students whose averages fall below these minima are deemed to be making unsatisfactory progress and placing their academic careers in jeopardy.

Refer to the academic program section of this catalog to see specific policies regarding academic warning, probation, and suspension for each school/college.

Dean's List and President's List

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

Awarding of Degrees

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

Degree Requirements

Refer to the appropriate college/school in this catalog for specific program requirements for undergraduate and graduate degrees offered by the University.

Second Degree

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

Individuals who seek a second bachelor's degree after graduation must complete the general education requirements appropriate to the degree being sought, meet the resi-

gency requirements of a major, concentration, or specialization, and spend a minimum of two semesters (at least 32 hours) in residence at Mercer.

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

Application for Graduation

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

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

Participation in Commencement Ceremonies

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

Stetson School of Business and Economics (Undergraduate Degrees)

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

In extraordinary situations, an undergraduate student who requires no more than 12 credit hours for graduation and plans to complete the degree requirements during the summer session immediately following commencement may petition the Associate Provost of Undergraduate Studies for special consideration. A student must have a minimum of 116 earned by the end of the spring semester and meet minimum GPA requirements in order to have his/her petition considered.

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

Graduation with Honors

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

To be eligible for honors, a student must have earned a minimum of 30 semester hours and at least a 3.50 GPA at Mercer. In determining the average of a student with any transfer credit, the total average and the Mercer average will be evaluated separately, and the student will be given the standing of the lower of these two averages. **All college work attempted, including 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.

Student Records (Transcripts)

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

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

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

Student Rights Pertaining To Educational Records

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

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

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

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

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

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

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

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

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

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

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

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

The Eugene W. Stetson School of Business and Economics

D. Scott Davis, *Dean/Professor*

Gina L. Miller, Ph.D., *Associate Dean/Professor*

Allen K. Lynch, Ph.D., *Associate Dean/Associate Professor*

Walter W. Austin, Jordan M. Blanke, Linda L. Brennan, William R. McNay, Arthur L. Rutledge, Faye A. Sisk, Lloyd J. F. Southern, Vijaya Subrahmanyam, Roger C. Tutterow, Charles H. Andrews (Emeritus), G. Russell Barber, Jr. (Emeritus), William Carl Joiner (Emeritus), M. B. Neace (Emeritus), and Austin C. Schlenker (Emeritus),
Professors

Sean S. Chen, M. Catherine Cleaveland, Tammy N. Crutchfield, James L. Hunt, Nancy R. Jay, Steven J. Simon, and J. Michael Weber, *Associate Professors*

Kimberly A. Freeman, Kathy D. Mack, Catherine “Anitha” Manohar, Steven R. McClung, Etienne Musonera, Julie A. Petherbridge, Lin Zheng, and William V. Luckie (Emeritus),
Assistant Professors

C. Gerry Mills, Stephanie B. Morris, and J. Allen Rubenfield, *Lecturers*

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

Mission Statement

The Stetson School of Business and Economics (SSBE) promotes the advancement and integration of quality business education and practice. In support of Mercer University’s mission, the school provides undergraduate and graduate programs that are designed to enable, enhance, and expand professional careers, civic responsibility and lifelong learning.

Performance Objectives

Fulfillment of the mission is gauged by the SSBE’s performance against the following objectives:

- To graduate students who possess the requisite knowledge and skills for productive and continuing careers in business, government and other institutions;
- To prepare and enable students to work effectively in the increasingly complex and diverse environments of modern organizations;
- To provide students with opportunities to identify ethical dilemmas and ethical implications of decision-making inherent in business and society;
- To graduate individuals who possess communication, critical thinking, problem-solving and other creative skills necessary for obtaining and maintaining organizational positions;
- To provide students with examples and opportunities for integration of business theory and application;
- To promote the value of community service and social responsibility by providing opportunities for student involvement in community and professional services.

Operational Priorities

The Stetson School of Business and Economics supports the teacher-scholar model that views teaching, faculty scholarship and service as interactive elements in the educational process. Teaching includes effective classroom instruction and advising. Scholarship includes both intellectual contribution to the business field and continued individual professional development. Service includes contributions to the school, the university, the business community and society.

Values

In fulfilling the Mission and by following the operational priorities, the SSBE supports the following values:

- commitment to teaching excellence;
- commitment to scholarship and service that enhances the learning environment;
- collaboration with business and academic communities to create, share and apply knowledge;
- inclusion of stakeholder perspectives in decision-making and continuous improvement;
- creation of a learning community that fosters ethical decision-making and intellectual curiosity;
- sustainment of a personalized, student-oriented environment which facilitates collaboration and on-going relationships among students, faculty, alumni, and the business community;
- value of civic responsibility and the importance of community and professional service;
- diversity of thought, perspective and experience in faculty and students.

Accreditation

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

Centers of Excellence

The Stetson School of Business and Economics is dedicated to expanding the frontiers of knowledge through excellence in teaching, research and service. This excellence is maintained through a foundation of outstanding undergraduate and graduate programs provided by a learned and experienced faculty, through a capable, dynamic student body, and through the SSBE's CENTERS OF EXCELLENCE. The Centers for China Research, Business Research and Development and International Business Relations are focal points for specialized and applied research, consulting, seminars and programs for the private and public sectors. This combination of theory and practical experience allows the SSBE to establish an atmosphere conducive to the process of inquiry, analysis, imagination and creativity.

Code of Conduct

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

Undergraduate Degrees

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

Graduate Degrees

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

Study Abroad Program

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

International Student Services

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

UNDERGRADUATE PROGRAMS POLICIES AND PROCEDURES

Bachelor of Business Administration (BBA) Program

Admission

On Atlanta's Cecil B. Day campus, the Stetson School of Business and Economics offers upper-division (junior- and senior-level) and business core courses leading to the BBA degree. Selected general education courses usually taken in the freshman and sophomore years are available to students enrolled in SSBE.

Freshmen

To be considered for the undergraduate program offered by the Stetson School of Business and Economics through the Atlanta campus, applicants must have graduated from high school a minimum of three years prior to applying for admission.

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). The following materials are required from applicants for admission:

1. A completed SSBE Atlanta Application for Admission.
2. A non-refundable application fee of \$25.
3. An official high school or GED transcript.

Applicants who have passed the GED examination with a minimum score of 250 (exams taken prior to Jan. 1, 2002) or 2500 (exams taken after Jan. 1, 2002) may be considered for admission. Accepted GED recipients with little or no previous college credits will be required to take FDLS 110, 115, and 130 (three elective credits are awarded for each course). Descriptions of these courses can be found in the “College of Continuing and Professional Studies” section of this catalog.

Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Admissions Office in a sealed envelope directly from a high school or testing agency. Test scores received on an official high school transcript are acceptable.

An academic transcript from high school is required of each freshman applicant, regardless of the year of high school graduation. Generally, high school transcripts may be requested by contacting the board of education in the county where the high school is/was located. Official GED transcripts can be obtained by contacting the department of adult education in the state in which the exam was taken.

Note: First semester freshmen are limited to nine (9) hours for the first semester of enrollment.

Transfer Students

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

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

Students who do not meet the cumulative grade point average of 2.5, as stated above, but do have at least a 2.25 cumulative grade point average may be eligible for qualified admission status. Those students who have not completed all of the 36 hours in General

Education requirements should work closely with their faculty advisors to assure timely completion of all degree requirements. Students having less than one year of credit are advised to contact the Director of Admissions (678-547- 6417) to discuss options for completing the general education requirements.

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

ALL APPLICANTS NEED TO SUBMIT THE FOLLOWING MATERIALS:

1. A completed Application for Admission.
2. A \$50 non-refundable application fee. \$100 for international applicants.
3. Two official transcripts from all colleges attended.

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

Enrollment Deposit

An applicant who is accepted to the program and intends to enroll should submit a \$100 deposit no later than 15 days before the first day of classes. The deposit is refundable until that time. A student may request a refund of a deposit before the stated deadline by submitting a written request to the Office of Admissions. Deposits made after the stated deadline are automatically non-refundable.

I. Transfer

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

Materials needed:

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

II. International Applicants

Full Admission

Official high school transcript with official translations in English

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

Personal interviews may be required.

Conditional Admission

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

Official high school transcript with official translation in English

Letter in English describing career plans and goals

Letters of recommendation in English (maximum of three) from former teachers, colleagues, or professionals who can comment on the student's academic potential

Transfer Students

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

Bridge Program

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

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

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

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

III. Transient

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

IV. Special

Those students who hold a bachelor's degree and who want to take courses for credit, but are not pursuing a degree should follow the application procedures for transfer students.

Incomplete Admission File

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

Other Policies and Procedures

Repeating Courses

A student may repeat a course in which he or she has earned a grade of D, F, or U in order to earn credit for the course or to improve the grade. No course may be taken more than twice in the undergraduate program. A maximum of four courses may be repeated. Students who are repeating courses in an attempt to meet minimum graduation requirements for grade point averages in their overall major, minor, and/or school or college, or who have other extenuating circumstances, must have the appropriate dean's permission for possible exceptions.

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, excluding withdrawals. 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 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 a 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.

The policy on repeating courses for Georgia Baptist College of Nursing and Southern School of Pharmacy students may be found in this catalog within the appropriate sections.

These provisions are not applicable to repeated work taken by a Mercer student as a transient at another institution.

Transfer Credit

Course work with a grade of C- or better earned at regionally accredited institutions will be evaluated on a course-by-course basis and considered for transfer as an equiva-

lent Mercer course or as elective credit. Remedial or subcollegiate credits will not be transferred. The maximum credit allowed from all two-year colleges attended is 60 semester hours (90 quarter hours) including also all courses taken as a transient student. A minimum of 32 credits must be earned in residence at Mercer University for graduation regardless of the number of credits accepted in transfer.

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

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

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

Undergraduate Transfer and Equivalency Credit Policies

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

1. Semester credits transfer into the University on a one-for-one basis. Each quarter hour of credit is awarded 2/3 semester hour of credit. Credits taken in any School or College of the University are recognized in all other Schools and Colleges of the University.
2. To fulfill any science general education requirement, transferred courses must include a laboratory component. Preparatory laboratory classes such as SCIE 100 or equivalent do not meet the laboratory science requirement.
3. Upper division credit will be granted for business courses taken at another four year institution, except for MGT 498, which must be taken in residence. Upper division credit for the Business Core Courses: BUS 350, ECN 301, ECN 302, ECN 303, FIN 362, MGT 363, and MKT 361 taken at a two year institution can be obtained by:
 - a. Taking the CLEP test (if available) and earning a score of 50 or above, or,
 - b. Taking an upper division course (300 or 400 level) in the same discipline and passing with a grade of C or better. This would validate the lower division course work, thereby satisfying the core requirement. Validation of the course does not reduce the number of upper division hours needed to graduate.

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

Advance Placement, CLEP, and International Baccalaureate Credit

Students who take Advanced Placement (AP) courses at the high school level and complete the examinations administered by the Educational Testing Service are awarded

credit based on the scores and course equivalent(s), as determined by the appropriate Mercer academic department for each exam. No credit may be awarded for scores of 1 or 2. Applicants should request that an official score report from The College Board be sent to the Office of the Registrar.

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

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

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

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

Readmitted Students

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

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

Satisfactory-Unsatisfactory Grading Option

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

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

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

Curriculum Comments

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

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

Recognition of Scholarship

President's List and Dean's List

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

	Minimum Normal Letter Graded* Hours	Required Semester GPA
President's List	12	4.00
Deans' Lists	12	3.55
Deans' 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 are not eligible for either list by virtue of repeated courses.
4. Students who have been found responsible for an Honor Code violation are not eligible for either list for the term in which the violation occurred.

Beta Gamma Sigma

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB International. The society's mission is to

encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

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

Graduation with Honors

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

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

School Honors at Graduation

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

Academic Warning, Probation, and Suspension

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

1. Any full-time student who fails to pass a minimum of three hours in any term will be subject to academic suspension. Additionally, students who have demonstrated an inability to complete the special academic requirements of their chosen program of study may be suspended.
2. Because a minimum 2.0 cumulative grade point average is required for the awarding of any degree, a student whose average is below the minimum is deemed to be making unsatisfactory academic progress.

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

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

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

- Students who fail to meet the required minimum cumulative grade point average on three consecutive occasions (including summer term) will be subject to suspension for one term.
- Students who believe that suspension has resulted from extenuating circumstances may appeal the decision to the dean or designated committee of the school.
- Any student who has been suspended for academic reasons will be readmitted only under provisions approved by the appropriate dean. A student who fails to meet the provisions of readmission or after readmission fails to meet the required minimum cumulative grade point average may be suspended indefinitely.
- Students who are subject to suspension because they have not met minimum academic requirements by the end of the regular academic year will be allowed to attend the Summer Term in an attempt to meet the minimum.

Exceptions and Appeals

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

Second Degree

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

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

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

Academic Internships

Academic internships are available or can be arranged for students in the Stetson School of Business and Economics. A student must be at least a sophomore with a 2.5 GPA and 9 or more credit hours in business courses. Arrangements between the University and the entity providing the work experience are coordinated by the Office of Career Services, in the Division of Student Life. Each internship must be approved by the Associate Dean or the Program Director. An internship carries one (1) hour of academic credit per semester, and can be repeated once for an academic career maximum of two (2) credit hours. All internships will be graded on a mandatory S/U basis. Internships may be counted only as elective hours, and may not be substituted for or added to any academic courses required for or counted toward any PPS. 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 the Personal Portfolio of Study, the Human Resource Management major, or the Accounting major, to include courses transferred from other institutions.
4. Completion of the general education requirements.
5. Completion of the mathematics, statistics, communication, and computer science courses required for the PPS earned.
6. Completion of the courses required in the Business Core.
7. Completion of the courses and any other requirements for a major.
8. Completion of a minimum of 60 semester hours of academic credit in courses other than those which are offered by the Stetson School of Business and Economics, or which transfer to Mercer as business courses, or which count toward the business core curriculum or toward a major in the BBA degree. For this purpose, up to nine semester hours of economics and up to six semester hours of basic statistics may count in the minimum 60 semester hours outside of Business.
9. Completion of a minimum of 32 hours from Mercer University, 30 semester hours from the Stetson School of Business and Economics. Students may count all economics courses taken in the Stetson School of Business and Economics toward meeting this requirement. Courses taken at another school or college of Mercer University, which meet the requirement of a business core curriculum course, or

count toward a major in the BBA degree, will count toward meeting this minimum 30 semester hour requirement. MGT 498 must be taken in residence.

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

11. Take the Senior Assessment Examination.

12. The recommendation of the faculty.

CURRICULUM

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

General Education at Mercer University

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 outcomes 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. To realize this goal, 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 Outcomes of General Education

A Mercer education emphasizes experiences that foster *intellectual growth*, *cultural understanding*, *civic responsibility*, and *moral discernment*. These four interrelated capacities inform the intended outcomes for general education.

Intellectual growth

Intellectual growth may be interpreted to include complexity of thought, integrative and synthesizing ability, quantitative analysis, qualitative analysis, critical inquiry, critical reflection, creative expression, integration of life and learning experiences, self understanding and knowledge, and capacity for continued learning and intellectual growth.

Cultural awareness

Cultural awareness may be interpreted to include global perspective, intercultural perspective, empathy, perspective taking, engaging the other, cultural appreciation.

Civic responsibility

Civic responsibility may be interpreted to include active responsible citizenship, the ability to engage with problems and issues, civility and respect, collaboration and working in teams, and caring.

Moral discernment

Moral discernment may be interpreted to include judgment in ambiguous situations, academic integrity, ethical reasoning, ethical behavior, and the ability to act upon reflectively-held convictions.

These broad learning outcomes are achieved, not in the abstract, but in and through the exercise and development of certain specific practical competencies that are infused in these four outcomes of general education.

- Communicating effectively in writing in a variety of modes and settings
- Communicating effectively orally in a variety of modes and settings
- Analyzing observed natural phenomena through the use of scientific reasoning
- Reasoning quantitatively
- Integrating coherently diverse perspectives with knowledge
- Acting perceptively and responsibly in light of the education one has received

As required by the University's accrediting body, general education programs at Mercer will constitute a minimum of 30 semester hours to include credit hours in humanities/ fine arts, social/ behavioral science, and science/mathematics.

1. **English Composition I** (3 hours)
ENGL 105. Composition I or
LBST 175. Academic Writing I
2. **English Composition II** (3 hours)
ENGL 106. Composition II or
LBST 180. Academic Writing II
3. **Public Speaking or Writing** (3 hours)
COMM 171. Introduction to Public Speaking
Any other public speaking course, or any other writing course beyond ENGL 106 and/or LBST 180
4. **Literature** (3 hours)
ENGL 207. Topics in World Literature
ENGL 247. Topics in English Literature
ENGL 277. Topics in U.S. Literature
ENGL 334. Forms and Figures of Literature
ENGL 356. Literature of the South
Any other literature course
5. **History** (3 hours)
HIST 101. Civilization of the Western World I
HIST 102. Civilization of the Western World II
HIST 200. World History
HIST 201. The United States from Colonization to 1877
HIST 202. The United States from 1877 to the Present
Any other history course

6. **Religion (3 hours)**
 - RELG 110. Introduction to Religion
 - RELG 120. Introduction to the Old Testament
 - RELG 130. Introduction to the New Testament
 - RELG 220. Survey of World Religions
 - Any other religion course
7. **Laboratory Science (3 hours)**
 - BIOL 101. Introduction to Biology and Evolution
 - BIOL 105. Life Forms and Functions
 - BIOL 340. Forensic Criminology
 - ENVS 210. Physical Aspects of the Environment
 - ENVS 215. Environmental Impacts of Living Systems
 - PHYS 106. Earth Systems Science
 - PHYS 220. Astronomy and the Universe
 - PHYS 225. Meteorology
 - Any other laboratory science course (excluding SCIE 100 or equivalent)
8. **Social Science (3 hours)**
 - PSYC 111. Introductory Psychology
 - SOCI 111. Introduction to Sociology
 - Any other social science course
9. **Fine Arts, Philosophy, or Language (3 hours)**
 - ARTH 101. Art Appreciation
 - ARTH 201. Survey of Western World Art I
 - ARTH 202. Survey of Western World Art II
 - COMM 104. Understanding Theater
 - COMM 205. Understanding Cinema
 - MUSC 150. Music Appreciation
 - PHIL 101. Introduction to Philosophy
 - PHIL 201. The Search for Meaning
 - FREN 101. Elementary French I
 - GERM 101. Elementary German I
 - SPAN 101. Elementary Spanish I
 - Any other fine arts, philosophy or foreign language course
10. **Electives (9 hours)**
 - FREN 102. Elementary French II
 - GERM 102. Elementary German II
 - SPAN 102. Elementary Spanish II
 - Any other foreign language course or
 - Choose any course from blocks 3 - 9 above.

Comment on Transfer Courses for General Education:

Courses transferred in to Mercer which meet the educational philosophy of a block may be counted in that block, without having to be exactly equivalent to a course listed in the block.

Mathematics, Communication, and Computer Science (12 hours)

Students seeking the BBA degree must successfully complete the following mathematics courses, one communication course, and one computer science course. Normally these courses should be completed by the end of the sophomore year, as the background

they provide is essential for successful performance in many upper division business courses. All are prerequisites for one or more courses in the school.

MAT 226.	Elementary Statistical Methods (or MATH 220. Applied Statistical Methods)
MATH 130.	Topics in Precalculus (or competency exam exemption)
COMM 270.	Communication for Business and the Professions
CSC 125.	Introduction to Computing

Business Core Curriculum (36 hours)

The business core curriculum has been designed to insure that all students receiving the BBA degree will share an important common body of knowledge. This program of study provides the foundation of thinking tools needed throughout a wide range of positions of authority in business and not-for-profit organizations.

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

ECN 150, ECN 151, ACC 204 and ACC 205 should be completed by the end of the sophomore year. The faculty recommends that ACC 204 and ACC 205 not be taken until the sophomore year. Entry into the other courses normally is limited to juniors and seniors. MGT 498 must be taken in residence after senior standing has been attained and the following eight prerequisite courses have been completed: ACC 204, ACC 205, BUS 346, ECN 150, ECN 151, FIN 362, MGT 363 and MKT 361.

Majors

Personal Portfolio of Study (18 hours)

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

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

Human Resource Major (Atlanta only) (18 Hours)

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

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

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

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

Students may choose to major in Accounting. The six 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

Free Electives (15-18 hours)

Total Graduation Requirements (120 hours)

For Students Not Pursuing the BBA Degree

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

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

Combined BBA/MBA Degree

The Stetson School of Business and Economics offers a combined BBA/MBA degree program that provides an accelerated route to earning both the Bachelor of Business Administration degree (BBA) and the Master of Business Administration degree (MBA). Upon successful completion of the program, the BBA and MBA degrees are concurrently awarded. The combined plan requires a total of 150 specified semester hours, 111 semester hours of undergraduate study and 39 semester hours of graduate study.

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

Admission to the Combined BBA/MBA Program

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

Formal application to the combined degree program is made to the Graduate School prior to the semester in which the student will have completed all but 6 semester hours of the 111 semester hours listed below. In order to be admitted into the combined degree program and into MBA coursework for this "transition semester," students must have:

1. Completed at least 105 semester hours of work, including all but 6 semester hours of the courses listed below in General Education Core, Math and Computer Science, BBA Core and Business Elective Courses.
2. Earned a minimum grade of C in all business course work taken at Mercer.
3. Earned a minimum overall 3.0 grade point average at Mercer.
4. Completed a minimum of 32 hours in residence at Mercer, and will have completed at least 30 semester hours in residence at SSBE by the end of the transition semester. Students who meet these requirements and are subsequently admitted and enrolled in the combined degree program will have the GMAT requirement for the MBA program waived for the purposes of graduate course work in the combined degree program.
5. In the transition semester, students must pass all undergraduate courses and must earn a minimum grade of C in all business courses.

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

Course of Study for the Combined Degree

The course of study for the combined BBA/MBA degree includes academic requirements at both the undergraduate and graduate level. During the transition semester, students will take both graduate and undergraduate level courses. After the transition semester, students will take only graduate courses. Undergraduate matriculation and tuition will extend through the transition semester. Graduate matriculation and tuition will commence thereafter.

The requirements are summarized below:

Undergraduate (111 semester hours)

General Education Core (36 hours)

English Composition I & II (6 hours)
 Public Speaking or Writing (3 hours)
 Literature course (3 hours)
 History course (3 hours)
 Religion course (3 hours)
 Laboratory Science course, NOT SCIE 100 (3 hours)
 Social Science course (3 hours)
 Fine Arts, Philosophy, or Language (3 hours)
 General Education Electives (9 hours) -- three additional courses from any of the above subject areas for which the student has not already received credit.

Math and Computer Science (15 hours)

Precalculus (3 hours)
 Calculus (3 hours)
 Statistics (3 hours)

Introduction to Computers (3 hours)

Business Communication (3 hours)

BBA Core (36 hours)

ACC 204, 205; BUS 346; BUS 349; MGT 382; ECN 150, 151, 300 level; FIN 362; MGT 363; MKT 361; MGT 498

Business Electives (12 hours)

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

Free Electives (12 hours)

Graduate (39 hours)

MBA Foundation courses (9 hours)

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

MBA Core (27 hours)

BAA 601, BAA 603, BAA 604, BAA 605, BAA 607, BAA 609, BAA 611, BAA 613 and BAA 699.

MBA Electives (12 hours)

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

Combined BBA/MBA Program Total: 150 semester hours

COURSES OF INSTRUCTION

Courses indicated by (MAC) at the end of the description normally are offered only on the Macon campus.

ACCOUNTING (ACC)

ACC 204. Introductory Financial Accounting (3 hours)

Prerequisite: CSC 125 or INSY 102 recommended.

A study of the basic principles and concepts relating to the collection and summarization of accounting information, and the understanding, preparation, and use of the income statement, the balance sheet, and the statement of cash flows.

ACC 205. Introductory Managerial Accounting (3 hours)

Prerequisite: ACC 204.

An introductory study of the preparation and use of internal accounting information for the planning and controlling of company activities. Topics covered include internal budgeting, cost allocation, and capital budgeting.

ACC 368. Corporate Financial Reporting (3 hours)

Prerequisite: ACC 204 or the equivalent.

A critical examination of accounting procedures used in financial reporting practices of public enterprises with emphasis on the measurement of income and the quality of

reported earnings. The course explores the content of the balance sheet, the income statement, the statement of cash flows, and important relationships among the statements that impact on liquidity, solvency, and profitability. (This course may not be counted toward a major in accounting.) (Mac)

ACC 371. Intermediate Financial Accounting I (3 hours)

Prerequisites: ACC 204 and 205.

A study of the theory and principles underlying financial statements. Concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the income statement and the balance 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 411. Governmental and Not-For-Profit Accounting (3 hours)

Prerequisites: ACC 204 and 205.

A study of the principles of fund accounting for and financial reporting by not-for-profit and governmental entities. (Mac)

ACC 421. Accounting Information Systems (3 hours)

Prerequisites: ACC 371.

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

ACC 431. Auditing (3 hours)

Prerequisites: ACC 371, MATH 220.

Corequisite: ACC 372 or consent of the instructor.

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

ACC 436. Advanced Accounting (3 hours)

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

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

ACC 477. Special Topics in Accounting (Subtitle) (1-3 hours)

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

An intensive study of some significant topic in accounting not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course.

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

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

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

ACC 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

BUSINESS (BUS)

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

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

A practical work experience with a business or similar entity related to a student's career interest. Arrangements between the University and the entity providing the work experience will be coordinated by the Office of Student Development/Career Services, in the Division of Student Affairs. Academic credit will be granted only upon review and approval by the Dean, Associate Dean or a Business Faculty member of appropriate written documentation prepared and presented by the student to support the educational element of the experience. Does not count toward any major or minor or PPS. May be repeated once. S/U graded.

BUS 342. Advanced Statistics for Business and Economics (3 hours)

Prerequisites: ECN 150, 151, MATH 220 MATH 181, and junior status (or permission of instructor).

This course is designed to fill the need for a course in business and economic statistics, and aims to combine the development of technique with applications to real business and economic analyzes. The course assumes a working knowledge of introductory statistics, and attempts to work carefully with more advanced statistical and econometric techniques. This course emphasizes applied fundamentals of regression analysis and other statistical techniques rather than theoretical detail.

BUS 346. The Legal, Ethical, and Regulatory Environment of Business I (3 hours)

Prerequisite: sophomore standing.

This course is an introduction to law and the legal system. Topics discussed include the court system, constitutional law, administrative law, contract law, torts, product liability, criminal law, business organizations, agency, and an introduction to the governmental regulations of business. The ethical responsibilities of business will be emphasized.

BUS 347. The Legal, Ethical, and Regulatory Environment of Business II (3 hours)

Prerequisite: BUS 346.

This course is a continuation of the discussion of a variety of legal topics. Particular emphasis is placed on those areas that a student pursuing a PPS with a focus in accounting, or an accounting major, would find on the law part of the CPA examination: contracts, the Uniform Commercial Code, sales, commercial paper, debtor-creditor relationships and bankruptcy, business organizations, government regulation of business, and real and personal property.

BUS 348. Employment Law (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: CSC 125 or INSY 102.

A study of management information systems (MIS) and the impact that MIS has on management decision making. The emphasis of this course is on data collection techniques, information flow within the organization, techniques of analysis and design and implementation of a system.

BUS 350. Business Quantitative Analysis (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 (Summer) (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) (1 to 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 offering. Topics will be chosen in consultation with students who register for the course.

BUS 478. Research in Business (Subtitle) (1 to 3 hours)

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

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

BUS 491. Seminar in Business and Economics (3 hours)

Prerequisite: permission of instructor.

A study of selected topics in business and economics.

BUS 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

COMMUNICATIONS (COMM)

COMM 270. Communication for Business and the Professions (3 hours)

Prerequisites: COMM 171; LBST 175, 180 or equivalent.

Students will be introduced to the various forms and types of communication used by modern organizations. Written and oral communication theory will suggest strategies appropriate for effective communication in business and professional settings (report and memorandum/letter writing, interviewing, group decision-making and presentations). Students will be given a combination of lectures and projects that will ultimately take the form of a final report and presentation.

COMPUTER INFORMATION SYSTEMS (CSC)

CSC 125. Introduction to Computing (3 hours)

This course is an introduction to computers and computer systems. It explores topics relating to hardware, software, input, output, networks, and the Internet. Students will learn to use popular software packages for applications such as Word, Excel, PowerPoint, and Access.

CSC 331. Introduction to Computer Programming I (3 hours)

Emphasis will be placed on top-down structured programming techniques. Topics will include syntax, data types, variables, selection statements, looping, procedures and functions, and parameter passing.

CSC 332. Introduction to Computer Programming II (3 hours)

Prerequisite: CSC 331.

A continuation of CSC 331. Topics will include additional control structures, simple data types, one- and multi-dimensional arrays, lists and string processing, and records.

CSC 333. Introduction to Computer Programming III (3 hours)

Prerequisite: CSC 332.

A continuation of CSC 332. Topics include an introduction to object-oriented software development, classes and data abstraction, pointers, dynamic data, reference types, linked structures and recursion.

CSC 354. Web Design (3 hours)

Prerequisite: CSC 125 or INSY 102.

This course introduces the student to the design, development and maintenance of web sites. The focus is on the design and development process, with particular emphasis on usability and aesthetics. Students will be required to create a web site.

CSC 355. Database Design (3 hours)

Prerequisite: CSC 125 or INSY 102.

This course discusses the uses and design of database systems. It focuses on the design and development of relational databases, with emphasis on normalization and design methodology. Students will be required to design and implement a database.

CSC 393. Data Communications (3 hours)

Prerequisite: CSC 125 or INSY 102.

This course provides an introduction to the hardware and software aspects of data communications. Topics include TCP/IP, the Internet, LANs, WANs, client/ server applications, and network management and security issues.

CSC 395. Technology and the Law (3 hours)

Prerequisite: BUS 346. Recommended: CSC 125 or INSY 102.

This course provides an introduction to the American legal system and an exploration of a variety of legal issues pertaining to technology and the law. Topics include copyright law, patent law, trade secret law, trademark law, contract and licensing issues, cyberlaw, privacy, and computer crime.

CSC 399. Special Topics (1 - 3 hours)

Prerequisite: CSC 125 or INSY 102.

Available on occasion for approved studies.

ECONOMICS (ECN)

ECN 150. Principles of Microeconomics (3 hours)

Prerequisite: mathematics competency or completion of a college mathematics course.

A study of the basic tools of economic analysis and principles necessary to appreciate economic relationships, business behavior and consumer behavior. Special emphasis will be given to the areas of supply and demand, marginal analysis, and the theory of the firm.

ECN 151. Principles of Macroeconomics (3 hours)

Prerequisite: mathematics competency or completion of a college mathematics course.

The study and analysis of national income accounting, income determination theory, money and monetary policy, fiscal policy, international trade, and the theory of economic growth. Special attention will be given to current economic conditions and trends.

ECN 301. Money, Credit, and Banking (3 hours)

(Cross-listed with FIN 301)

Prerequisites: ECN 150, 151, and junior status (or permission of instructor).

A functional study of monetary, banking, and credit structures, including a critical examination of monetary theory and policy recommendations.

ECN 302. Intermediate Microeconomic Theory (3 hours)

Prerequisites: ECN 150, 151, and junior status (or permission of instructor).

A study of price and distribution theory relevant to households, firms and industries in perfect and imperfect competition. Theories of factor prices and general equilibrium are also examined.

ECN 303. Intermediate Macroeconomic Theory (3 hours)

Prerequisites: ECN 150, 151, and junior status (or permission of instructor).

A study of the forces determining the level of income, employment, and prices. Monetary theory and theory of economic fluctuations are reviewed, and public policies dealing with level of income and with aggregate economic welfare are examined.

ECN 353. Introduction to Econometrics (3 hours)

Prerequisites: ECN 150, 151, MATH 220, 141 (or MATH 181 or MAT 191), and junior status (or permission of instructor).

A study of the methods of empirically verifying economic theory. Statistical inference applied to economic models, both macro and micro. Estimation of single and multiple equation models. A partial listing of topics covered includes: stochastic equations, residuals, parameter estimation via least squares and other methods, the coefficient of determination, multicollinearity, serial correlation, the identification problem, and estimation of simultaneous equation macromodels of the U. S. economy. (Mac)

ECN 432. Urban and Regional Economics (3 hours)

Prerequisites: ECN 150 and 151.

A study of poverty, housing, land use, transportation, and public services, with special references to social problems arising from the uneven distribution and immobility of resources. (Mac)

ECN 443. Labor Economics (3 hours)

Prerequisites: ECN 150 and 151.

A study of the major labor problems of the United States and the social and economic policies affecting the labor movement. The problems of labor organization and trade unionism. Recent and pending legislation in the states and nation. (Mac)

ECN 444. International Economics and Finance (3 hours)

(Cross-listed with FIN 444)

Prerequisites: ECN 150, 151, FIN 362, and junior status (or permission of instructor).

The study of foreign exchange, international money markets and institutions, balance of payments problems, capital movements, foreign investment problems, and objectives of international monetary policy. Credit for this course precludes also earning credit for either FIN 451 (International Finance) or ECN 441 (International Economics).

ECN 452. Environmental Economics (3 hours)

Prerequisites: ECN 150 and 151.

An examination of the interrelationship which exists between the physical environment and the economic system. Models of general equilibrium analysis, welfare economics, and property rights are developed; these are supplemented by readings from scholarly journals. Emphasis is placed upon the issue of free markets' ability to allocate scarce environmental resources efficiently (including intertemporally) among competing uses. (Mac)

ECN 477. Special Topics in Economics (Subtitle) (1-3 hours)

Prerequisites: ECN 150 and 151.

An intensive study of some significant topic in economics not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course.

ECN 478. Research in Economics (Subtitle) (1-3 hours)

Prerequisites: ECN 150 and 151.

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

ECN 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

FINANCE (FIN)

FIN 301. Money, Credit, and Banking (3 hours)

(Cross listed with ECN 301)

Prerequisites: ECN 150, 151, and junior status (or permission of instructor).

A functional study of monetary, banking, and credit structures, including a critical examination of monetary theory and policy recommendations.

FIN 362. Principles of Finance (3 hours)

Prerequisites: ECN 150; ACC 204; and MATH 130 or MAT 133.

The course is taught from the viewpoint of a corporate financial manager trying to maximize stockholder wealth. Topics covered include corporate taxation, time value of money, risk and rates of return, funds flow, working capital management, capital budgeting, cost of capital, and dividend policy. Lecture and problems.

FIN 404. Investments (3 hours)

Prerequisites: FIN 362 and MATH 220.

Purpose of the course is to evaluate the various financial investments that are available to the investor and to emphasize the risk-return trade off. Topics covered include stock and bond analysis, securities markets, futures contracts, option contracts, efficient market hypothesis, fundamental analysis, and technical analysis. Lecture and problems.

FIN 408. Financial Analysis (3 hours)

Prerequisites: FIN 362 and MATH 220.

An in-depth analysis in the application of financial tools and concepts to the problems of large corporations; emphasis on the process of decision-making as it applies to the organization's requirements for funds and its management of those funds; extensive case analyzes required.

FIN 444. International Economics and Finance (3 hours)

(Cross listed with ECN 444)

Prerequisites: ECN 150, 151, FIN 362, and junior status (or permission of instructor).

The study of foreign exchange, international money markets and institutions, balance of payments problems, capital movements, foreign investment problems, and objectives of international monetary policy. Credit for this course precludes also earning credit for either FIN 451 (International Finance) or ECN 441 (International Economics).

FIN 451. International Finance (3 hours)

Prerequisites: ECN 150 and 151; FIN 362; MATH 220 (or 320).

This course will introduce students to the principles of international finance. Some of the fundamental concepts of corporate finance, as learned in the first finance course, will be applied to a global setting. Moreover, students will be exposed to the mechanics of the

international monetary system and foreign exchange rates. Credit may not be earned in both FIN 451 and ECN/FIN 444. (Mac)

FIN 461. Security Analysis (3 hours)

Prerequisites: FIN 362; MAT 141 (or MATH 181 or MAT 191) and MATH 220 (or 320).

Topics covered are selected from: the fundamental common stock selection process, fundamental analysis, cash flow, earnings quality, mergers and buyouts, security valuation, financial forecasting, the efficient market hypothesis, and linear programming methods of portfolio optimization. (Mac)

FIN 463. Intermediate Finance (3 hours)

Prerequisites: FIN 362 and MATH 220.

A continuation of FIN 362. A study of long-term financing and capital structure decisions, and short-term financial planning and working capital management. Additional topics include mergers and acquisitions and international finance.

FIN 465. Financial Institutions (3 hours)

Prerequisite: FIN 362.

The course will focus on the role of various financial intermediaries and their role in channeling savings into productive investment. Emphasis will be placed on the study of such institutions as banks, savings and loan associations, credit unions, and insurance companies.

FIN 471. Mergers and Acquisitions (3 hours)

Prerequisites: ECN 150; FIN 362; MATH 220; ECN 302 (recommended).

This course will provide an introduction and an overview of mergers and acquisitions. In today's aggressive and strategic corporate policy-making this course would not only provide a theoretical framework to prospective business leaders but also enable them to cope with some of the real problems of mergers and acquisitions with a greater degree of confidence. Some of the topics proposed to be covered in this course include: motives and determination of mergers; merger tactics; leveraged buyouts (LBOs); divestitures; safeguards against corporate raiders and junk bonds; and the various theories of mergers. (Mac)

FIN 477. Special Topics in Finance (Subtitle) (1-3 hours)

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

An intensive study of some significant topic in finance not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course.

FIN 478. Research in Finance (Subtitle) (1-3 hours)

Prerequisites: junior or senior standing and the consent of the instructor, MAT 126.

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

FIN 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

MANAGEMENT (MGT)

MGT 363. Principles of Management (3 hours)

Prerequisite: sophomore standing.

Coordinating or organizational activities through planning, organizing, staffing, executing, and controlling functions. Behavior theory, delegation, communication, decision-making; lecture, discussion and cases.

MGT 382. Production/Operations Management (3 hours)

Prerequisites: MGT 363, MATH 130, and MAT 226 or MATH 220.

In this course, students will analyze production and service operation systems and their relationship with all other functions and activities in the organization. Deterministic and probabilistic models will be used to support decisions making.

MGT 423. Organizational Behavior (3 hours)

Prerequisite: MGT 363.

A study of human behavior in formal organizations. Specific topics covered include: variations in individual behavior, perception, motivation and job satisfaction, job design, group and intergroup dynamics, leadership, communications processes, conflict, organizational culture, stress, and organization development.

MGT 424. Organization Theory (3 hours)

Prerequisite: MGT 363.

A study of formal organizations as social instruments. Lectures, discussion, and cases dealing with business organizations as well as "not-for-profit" organizations. Topics covered include: organization structure, effects of structure, goals and effectiveness, size, growth, and the effects of environment and technology on organizational processes.

MGT 427. Entrepreneurship (3 hours)

Prerequisites: MGT 363; MKT 361.

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

MGT 428. Leadership (3 hours)

Prerequisite: MGT 363

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

MGT 429. Human Resource Management (3 hours)

Prerequisite: MGT 363. MGT 423 recommended.

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

MGT 433. Labor-Management Relations (3 hours)

Prerequisite: MGT 363.

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

MGT 450. Total Quality Management (3 hours)

Prerequisite: MGT 363.

This course explores the principles, tools, and issues relating to total quality management. Students learn the foundations of total quality based on the teachings of Deming, Juran, and others. The basic tools and techniques for quality improvement as well as quality design are explored as well as the principles of customer focus, teamwork, empowerment, leadership, and incorporating quality into the strategic process as a competitive tool. A comprehensive project enables the student to apply the concepts learned in a real world setting. The goal is to study and improve a process within an organization to increase quality, productivity, customer satisfaction, and reduce costs. (MAC)

MGT 472. International Management and Marketing (3 hours)

(Cross-listed with MKT 472)

Prerequisites: MGT 363 and MKT 361.

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

MGT 477. Special Topics in Management (Subtitle) (1-3 hours)

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

An intensive study of some significant topic in management not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course.

MGT 478. Research in Management (Subtitle) (1-3 hours)

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

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

MGT 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

MGT 498. Strategic Management and Business Policy (3 hours)

Prerequisites: ACC 204; ACC 205; BUS 346; ECN 150; ECN 151; FIN 362; MGT 363; MKT 361; and senior standing.

The problems of business organizations from the point of view of the chief executive officer. Written analysis of in-depth cases that require the student to view decisions in terms of their impact on the total organization. Oral discussion and conceptual skills are also stressed.

MARKETING (MKT)

MKT 361. Principles of Marketing

(3 hours)

Prerequisite: sophomore standing.

Role of the marketing function in planning and implementing objectives of the firm. Consumer markets, industrial markets, channels of distribution, product and pricing policies, sales forecasting, promotion and control.

MKT 415. Marketing Research

(3 hours)

Prerequisites: MKT 361; MAT 226 or MATH 220.

A study of the methods and procedures designed to provide management with information on which decisions are made; the gathering and analysis of data in business and public organizations are primary emphasis; topics include the use of secondary data and appropriate sampling and research methodologies for collecting primary data.

MKT 417. Advertising

(3 hours)

Prerequisite: MKT 361 or permission of instructor.

The course surveys the nature, procedure, practices and results of advertising from a marketing perspective. It focuses on the formulation of advertising strategy and includes a discussion of the adjustments required for global advertising, the use of research to develop and evaluate advertising, creative strategy, and media planning and selection. Economic, social, and ethical aspects of advertising are also discussed.

MKT 420. Professional Selling

(3 hours)

Prerequisite: MKT 361.

This course helps students develop an understanding of the personal selling process and its role within the marketing and promotional mix of the firm. Basic sales concepts that are used by organizations to develop long term partnerships with customers are examined. Personal selling skills are enhanced through discussions, role playing and sales presentations.

MKT 435. Marketing Promotion and Communication

(3 hours)

Prerequisite: MKT 361.

Integration course for students interested in promotion and marketing communication. Designed to familiarize students with the tools necessary for the development, implementation, and management of promotional programs. The course takes an integrated marketing communication perspective and emphasizes management and coordination of the elements of the promotional mix, namely: implicit promotion, advertising, personal selling, publicity, and sales promotion. The course includes both theoretical and practical aspects of effective marketing communications as well as economic, social, and ethical aspects of promotion.

MKT 442. Consumer Behavior

(3 hours)

Prerequisite: MKT 361.

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

MKT 472. International Management and Marketing

(3 hours)

(Cross-listed with MGT 472)

Prerequisites: MGT 363 and MKT 361.

Study of marketing and management issues facing business managers in an international setting. Primary emphasis is on the study of the development and adjustment of mar-

keting and management strategies within the framework of the diverse socio-cultural, political/legal, economic and other environments that exist in the world. Students may not receive credit for both MGT/MKT 472 and BUS 364, in Extended Education.

MKT 475. Marketing Management (3 hours)

Prerequisites: MKT 361 and 415; MGT 363; MAT 226 or MATH 220, MATH 181; and senior standing.

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

MKT 477. Special Topics in Marketing (Subtitle) (1-3 hours)

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

An intensive study of some significant topic in marketing not otherwise covered in the school's course offering. Topics will be chosen in consultation with students who register for the course.

MKT 478. Research in Marketing (Subtitle) (1-3 hours)

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

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

MKT 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

MATHEMATICS (MATH)

MATH 130. Topics in Precalculus (3 hours)

Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency test score.

This course examines polynomial, rational, exponential, and logarithmic functions with applications. Graphing calculator is required.

MATH 181. Calculus for the Social and Life Sciences (3 hours)

Prerequisite: MATH 130 with a grade of C or better.

This course examines basic functions and their graphs, limits, continuity, derivatives and their applications, differentiation techniques, and the exponential and logarithmic functions. A graphing calculator is required.

MATH 220. Applied Statistical Methods (3 hours)

Prerequisite: MATH 120, mathematics proficiency assessment score, or consent of program coordinator.

An introduction to basic descriptive and inferential statistics. Topics include measures of central tendency and variability; the binomial, normal, student's t, and chi-square distributions; correlation techniques involving Pearson's r. The emphasis is on applications rather than on mathematical theory.

The College of Continuing and Professional Studies

Faculty

Priscilla Ruth Danheiser, *Dean/Professor*

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

Kenyon C. Knapp, *Assistant Dean for Graduate Programs/Associate Professor*

Duane E. Davis, *Professor Emeritus*

Fred W. Bongiovanni, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, Thomas E. Kail, Hani Q. Khoury, W. David Lane, Laurie L. Lankin, Kyra L. Osmus, and Arthur J. Williams, *Professors*

J. Thompson Biggers, Richard R. Bohannon, Marna L. Burns, Lynn W. Clemons, Timothy D. Craker, Karen O. Lacey, Feng Liu, Richard H. Martin, Kenneth W. Revels, Charles H. Roberts, Stephen E. Ruegger, Colleen Stapleton, Clinton W. Terry, and Andrea L. Winkler, *Associate Professors*

Gary W. Blome, Caroline M. Brackette, Diane M. Clark, Linda H. Foster, Steve N. Hamilton, Feng Liu, Steven J. Miller, Melanie R. Pavich, Donald B. Redmond, Michael D. Roty, Karen D. Rowland, V. Lynn Tankersley, Zipangani Vokhiwa, and Sabrina L. Walthall, *Assistant Professors*

Kevin A. Freeman, *Visiting Assistant Professor*

Charles Weston, *Senior Lecturer*

Greg A. Baugher, Kelly L. Jones, and Sara J. Overstreet, *Instructors*

The College of Continuing and Professional Studies offers undergraduate degree completion programs, undergraduate general education courses, and graduate programs on the Mercer University Atlanta Campus. Undergraduate degrees are offered in Organizational Leadership, Public Safety Leadership, and Informatics. Graduate degrees are offered in Clinical Mental Health Counseling, School Counseling, Organizational Leadership, and Public Safety Leadership. An Educational Specialist degree is offered in School Counseling, and a Doctor of Philosophy degree is offered in Counselor Education and Supervision.

Mission

Consistent with the mission of Mercer University, the College of Continuing and Professional Studies 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 and on the Atlanta and Macon campuses.

College of Continuing and Professional Studies Programs

A bachelor's degree requires a minimum of 120 semester hours of academic courses numbered 100 and above. Some programs of study will require more. The College of Continuing and Professional Studies offers the following degree programs.

Degree Programs

Bachelor of Applied Science

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

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

Bachelor of Arts

Liberal Studies Major (Douglas County, Henry County, and Macon)

Bachelor of Liberal Studies

Individualized Major/Liberal Studies (Douglas County, Henry County, and Macon)

Effective July 1, 2012, no new applicants will be accepted into this program

Bachelor of Science

Informatics (Atlanta and Henry County)

Public Safety Leadership (Atlanta, Douglas County, Henry County, Macon, Newnan, online, and only minor in Eastman)

Bachelor of Science in Social Science

Human Services (Douglas County, Eastman, Henry County, and Macon)

Public Safety (Atlanta, Douglas County, Henry County, Macon, Newnan, (Effective July 2012, no new applicants will be accepted into this program) online, and only minor in Eastman)

***Master of Science in Clinical Mental Health Counseling**

(Atlanta)
(formerly, Master of Science in Community Counseling, and Master of Science in Counseling)

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

***Master of Science in School Counseling**

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

Master of Science in Clinical Mental Health Counseling/

Master of Divinity in Pastoral Care and Counseling

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

Master of Science in Organizational Leadership/Master of Divinity (Atlanta)

in Leadership for the Nonprofit Organization

Master of Science in Public Safety Leadership (Atlanta, and Henry County for Executive Format)

Educational Specialist in School Counseling (Atlanta)

Doctor of Philosophy in Counselor Education and Supervision (Atlanta)

Certificate Programs

The College of Continuing and Professional Studies offers the following certificate programs:

Executive Leadership Development (formerly CDC Foundational Leadership) (Atlanta)

Substance Abuse Counseling (Addiction Counselor Training) (Atlanta)

Leadership for the Medical Practice (Online)

Public Safety Leadership Institute (Atlanta and Savannah)

Health Coaching (Atlanta)

Admission Policies and Procedures

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

Freshmen

Generally, admission is offered to those applicants who meet the following criteria:

- Students must have received a high school diploma from a regionally accredited high school or have passed the test of General Educational Development (GED).
- All entering first-time undergraduate freshmen enrolled in programs of the College of Continuing and Professional Studies in the Regional Academic Centers, Newnan, and on the Atlanta campus will matriculate as part-time students (no more than 9 hours/3 courses) for their first semester as part of a special program designed to encourage student success. Students in this special program may not enroll in the entire 9 hours in an 8 week session. Students must complete all 9 hours prior to moving to full-time status.
- All entering first-time undergraduate freshmen must complete proficiency assessments conducted by the Office of Admissions.
- All first-time freshmen will be assigned a faculty mentor, selected for his/her ability to work effectively with students new to the college experience.
- Financial counseling of entering first-time undergraduate freshmen by the University financial aid office will continue as it relates to early draw down of/request for loan support.
- The 9 credit hours students must complete prior to moving to full-time status are prescribed and include three Foundations of Liberal Studies courses.
- The required courses include an orientation to college course, FDLS 110. The Culture of the University, FDLS 115. Mathematics, Problem-posing, and Culture, and FDLS 130. Language and Communication. If, as a result of proficiency assessment score, first-time freshmen are judged by their mentor to be ready for a higher level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-time freshmen must enroll in FDLS 110.
- First-time freshmen in the Centers may only enter the University during the fall and spring semesters.

Transfer Students

Included in this category are applicants who received credit for college-level work at any regionally accredited college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any other regionally accredited institution within the past twelve months.

Generally, admission is offered to those applicants who meet the following criteria:

- A cumulative grade point average of 2.25 or better for all college-level credit attempted.
- Good standing at the last regionally accredited college or university attended.

Students who do not meet the cumulative grade point average of 2.25 as stated above, may be eligible for provisional admission status.

Undergraduate Transfer and Equivalency Credit Policies

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

- Semester credits transfer into the University on a one-for-one basis. Each quarter hour credit is awarded 2/3 of a semester hour of credit. Credits taken in any school or college of the University are recognized in all other schools and colleges of the University.
- To fulfill any science general education requirement, transferred courses must include a laboratory component. Preparatory laboratory classes, such as SCIE100 or its equivalent, do not meet the lab science requirement.

Advanced Placement, CLEP, and International Baccalaureate Credit

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

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

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

CLEP credit for courses in the major areas must be approved by the faculty of the academic discipline concerned. An official transcript from the College Entrance Examination Board must be provided in order for the CLEP credit to be accepted as transfer credit. Students presenting Advanced Placement, CLEP, or International Baccalaureate scores may not receive more than 30 hours total credit from any or all three sources. Under highly unusual circumstances, an appeal to the dean may be made for credit greater than 30 hours. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

Credit by Examination

Department Challenge Examinations: Credits may be awarded upon the successful completion of examinations developed and administered by the departments of the College of Continuing and Professional Studies with the approval of the associate dean or dean.

1. To be eligible to apply for a departmental challenge examination, a student must be actively enrolled in the semester in which the examination is to be taken or the learning experiences are evaluated. The student must submit an application to

the appropriate program coordinator who will forward the request for approval to the department chair. The chair will forward the request to the dean's office for approval.

2. Appropriate fee payment must be made to the Bursar's Office prior to sitting for the exam. A non-refundable administrative fee of \$250.00 is assessed for each examination taken. If a student fails to achieve a passing score and requests to take the exam again, an additional fee will be assessed. Only the dean's office may waive the examination fee. A different exam will be administered for re-takes.
3. The chair will designate a faculty member to compile the examination questions. The chair will approve the exam prior to administration, after which the chair will designate a person to monitor the exam. Results will be forwarded to the dean's office which will in turn forward it to the registrar. Application forms are available in the Office of the Registrar or at the Regional Academic Centers.
4. Students will receive a grade of Satisfactory or Unsatisfactory for the examinations. A satisfactory score must be equivalent to C level work or higher. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through a departmental challenge examination will be posted to the permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as credit-by-examination. An "unsatisfactory" grade will not be reflected on the student's transcript.

UNDERGRADUATE PROGRAMS

Satisfactory-Unsatisfactory Grading Option

Students seeking an undergraduate degree in the College of Continuing and Professional Studies (regardless of grade average or year at Mercer) are permitted to take a maximum of two courses (6 credit hours) per academic year on a satisfactory-unsatisfactory basis, in addition to those courses graded on a non-optional satisfactory-unsatisfactory basis, with the following restrictions:

1. From the list of general education requirements that are applicable to a student's undergraduate major, area of concentration, or minor, a student may take no more than 6 total credit hours on an S/U basis.
2. Students must declare the satisfactory/unsatisfactory grade option by the end of the drop-add period and cannot change it after that time.
3. Courses originally taken on a letter grade basis may not be repeated on a satisfactory-unsatisfactory basis.

Each degree program may have more restrictive policies concerning courses graded on a satisfactory-unsatisfactory basis; such restrictions are included in the information concerning each major.

A grade of S earns credit hours but does not affect the grade point average; a grade of U does not earn credit hours, nor does it affect grade point average.

Class Attendance

College of Continuing and Professional Studies students are expected to attend all scheduled classes and field events. Since absence from class may have an adverse effect upon the student's grade, each instructor is expected to outline the attendance requirements at the beginning of the course and to include these requirements in the syllabus given to the student. If stated in the syllabus, faculty members have the discretionary authority to assign the student an F because of excessive absences. However, the authority of academic departments to set standardized attendance policies is not abridged.

Course Load

In the College of Continuing and Professional Studies, the maximum load in which an undergraduate student may enroll without approval of the advisor or dean is 12 credits per semester or 6 credits per eight-week session. Students wishing to take 15 hours per semester may do so with the permission of the advisor and may take more than 15 only with the approval of the dean, associate dean, or dean's representative. Students requesting an overload must complete the overload request form.

Declaration of a Major

Students should file a Declaration of Major Form with the registrar prior to completing 60 semester hours. Forms for declaring a major may be found at the Registrar's Office and the Regional Academic Centers.

General Education at Mercer University

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 outcomes 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. To realize this goal, 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 Outcomes of General Education

A Mercer education emphasizes experiences that foster *intellectual growth*, *cultural understanding*, *civic responsibility*, and *moral discernment*. These four interrelated capacities inform the intended outcomes for general education.

Intellectual growth

Intellectual growth may be interpreted to include complexity of thought, integrative and synthesizing ability, quantitative analysis, qualitative analysis, critical inquiry, critical reflection, creative expression, integration of life and learning experiences, self understanding and knowledge, and capacity for continued learning and intellectual growth.

Cultural awareness

Cultural awareness may be interpreted to include global perspective, intercultural perspective, empathy, perspective taking, engaging the other, cultural appreciation.

Civic responsibility

Civic responsibility may be interpreted to include active responsible citizenship, the ability to engage with problems and issues, civility and respect, collaboration and working in teams, and caring.

Moral discernment

Moral discernment may be interpreted to include judgment in ambiguous situations, academic integrity, ethical reasoning, ethical behavior, and the ability to act upon reflectively-held convictions.

These broad learning outcomes are achieved, not in the abstract, but in and through the exercise and development of certain specific practical competencies that are infused in these four outcomes of general education.

- Communicating effectively in writing in a variety of modes and settings
- Communicating effectively orally in a variety of modes and settings
- Analyzing observed natural phenomena through the use of scientific reasoning
- Reasoning quantitatively
- Integrating coherently diverse perspectives with knowledge
- Acting perceptively and responsibly in light of the education one has received

As required by the University's accrediting body, general education programs at Mercer will constitute a minimum of 30 semester hours to include credit hours in humanities/fine arts, social/behavioral science, and science/mathematics.

General Education Objectives/Requirements

Students in the College of Continuing and Professional Studies will be exposed to a common body of knowledge drawn from the liberal arts and will experience a learning environment in which all faculty reflect the college's commitment to quality and person-centered teaching. The primary focus of the college's work is the cultivation of a three-way conversation among teacher, students, and subject matter.

This experience will instill in students certain skills, abilities, knowledge, and characteristics.

Students will:

1. Develop the ability to think logically and to communicate effectively.
2. Develop the ability to analyze critically a variety of texts.
3. Refine their discipline of thinking and their precision of expression.
4. Develop an understanding and appreciation for the relevance of holistic education to their more specific career and life objectives.

5. Participate in academic contexts that model the ideals of a wholesome educational process.
6. Incorporate positively their educational experience into the larger pattern of their family and professional lives.

In keeping with its mission, the College of Continuing and Professional Studies requires completion of a set of general education courses that emphasize technology, cultural diversity, and a global society. The requirements are designed to meet the needs of undergraduate students seeking degrees in majors offered by the College of Continuing and Professional Studies.

Category	Courses
Communication (4 courses)	COMM 171 INSY 102 LBST 175, 180
Cross-Cultural & Global Studies* (1 course) * 60 semester hour Prerequisite	1 course from the following: LBST 302, 303 or any approved special topics course or any approved study abroad course
Humanities and Social Sciences (6 courses)	1 course from history (HIST) 1 course from literature (ENGL) 1 course from religious studies (RELG) 1 course from the following: ARTH 101, 201, 202; COMM 104, 205; LBST 250, 255; MUSC 150 1 course from the following: LBST 275, 280; PHIL 101, 201, 288, 390 1 course from the following: PSYC 111; SOCI 111
Mathematics & Science (3 courses)	1 course from MATH 129 or above SCIE 100 One additional lab science: BIOL 101, 105; CHEM 205; ENVS 210, 215, 390; PHYS 106, 220, 225; SCIE 215, 220, 230, 350

Total Hours **Minimum of 42**

FOUNDATIONS FOR LIBERAL STUDIES (FDLS)

The foundations for liberal studies courses are specifically designed to provide instruction in the strategies and techniques necessary for orientation, adjustment, participation, and success in an academic program by students making their entry into a college program, and for students who may have had some prior college work but who have not actively participated in a college program in the last two years.

Five courses comprise the foundations for liberal studies:

FDLS 110.	The Culture of the University
FDLS 115.	Mathematics, Problem-posing, and Culture <i>(students enrolled in FDLS 115 must receive a grade of C or better in order to register for MATH 120.)</i>
FDLS 130.	Language and Communication <i>(students enrolled in FDLS 130 must receive a grade of C or better in order to register for LBST 175 and 180.)</i>
FDLS 150.	Principles of Self-Renewal
FDLS 170.	Fundamentals of Research Methods

FDLS 110, 115, and 130 are designed to be taken at the onset of the student's academic work at Mercer University. Students may take these courses only within the first academic year in the college or with permission of the department chair or a College of Continuing and Professional Studies administrator. The Director of Admissions and the Academic Standards Committee require some entering students to enroll in and successfully complete one or more of the foundation courses as part of their admissions process, specifically, provisionally admitted students, and all international students.

DEPARTMENT OF LEADERSHIP STUDIES

Lynn W. Clemons, *Chair/Associate Professor*

Thomas E. Kail, *Professor*

Richard R. Bohannon, Richard H. Martin, and Stephen E. Ruegger, *Associate Professors*

Gail W. Johnson and V. Lynn Tankersley, *Assistant Professors*

Charles Weston, *Senior Lecturer*

Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals. As such, the mission of the Department of Leadership Studies is to help students learn to think more effectively as leaders. To achieve this goal, students generate and evaluate empirical evidence while considering theoretical perspectives of the discipline. Students actively engage with a rigorous academic program that includes comprehensive coursework, leadership projects, internships, and student-faculty research. Ultimately, and in an ethical manner, our students will contribute to the knowledge base of leadership and apply leadership principles to everyday life. The Department of Leadership Studies offers major programs in organizational leadership and public safety leadership, and a minor in public safety in the Regional Academic Centers. The undergraduate majors in organizational leadership and public safety leadership are also offered on the Atlanta Campus. The undergraduate major in public safety is offered in Newnan and online. A Master of Science degree program in public safety leadership is offered on the Atlanta campus and Henry County (Forsyth, GA), and a Master of Science in organizational leadership is offered on the Atlanta Campus and in Henry County. The Department also offers a certificate for completion of its Public Safety Leadership Institute, Leadership for the Medical Practice, and Executive Leadership Development Programs.

Student Learning Outcomes

Upon completion of a major in the Department of Leadership Studies, students will be able to:

- Conceptualize and rework problems, and to generate solutions to those problems that open up new worlds of knowledge.
- Analyze and define issues.
- Develop an appreciation for multiple view points.
- Generate well crafted arguments.
- Find useful information, ideas, concepts, and theories, to synthesize them and build on them, and to apply them in the workplace as well as personal life.
- Analyze options and outcomes for decisions in terms of their values and effects and to make decisions that are rational, legal, and ethical.
- Read, write, and speak effectively; make presentations that are persuasive and engaging; and argue to powerful effect.
- Think deeply about their lives, their goals, and the importance of learning to learn in meeting leadership challenges by becoming lifelong learners.

Department Goals

- To encourage the capacity for critical thinking related to analytic and critical written expression and effective verbal communication.
- To encourage professionalism and opportunities for undergraduate participation in leadership, which allows for meaningful participation in professional events and activities of their discipline.
- To encourage the development of attitudes and predispositions among students that contributes to effective and responsible leadership and citizenship and to foster healthy maturation and self-growth more generally.
- To provide the opportunity for engagement with classic and contemporary knowledge, issues, research, questions, and problems related to leadership effectiveness in specific professions.
- To develop ethical reasoning related to leadership.

ORGANIZATIONAL LEADERSHIP

Richard R. Bohannon, *Program Coordinator/Associate Professor*

Thomas E. Kail, *Professor*

Lynn W. Clemons, *Associate Professor*

Gail W. Johnson, *Assistant Professor*

Organizational Leadership

B.A.S. Degree

120 Semester Hours

The Bachelor of Applied Science (B.A.S.) in Organizational Leadership is offered at the Regional Academic Centers in Douglas County and Henry County and on the Atlanta and Macon campuses. The Bachelor of Applied Science in Organizational Leadership is designed for mid-career adult learners who have a minimum of four or more years of full-time work experience.

No more than 25% of the total number of units for the Organizational Leadership Program can consist of business or business related course work. A cumulative GPA of 2.5 (on a 4.0 system) on all work attempted is required. Students without the 2.5 GPA may be provisionally admitted to the program.

Purpose of the Degree

The purpose of the Bachelor of Applied Science in Organizational Leadership degree is to prepare mid-career working adults to serve effectively in leadership positions and roles. An integral component of the organizational leadership undergraduate degree program is the emphasis on learning experiences that integrate theory and provide adult learners with the opportunity to apply classroom learning to their working lives.

Program Goals

- Broaden the student's knowledge and understanding of the current facets of organizational leadership.
- Facilitate professional growth by helping students understand organizational culture.
- Develop students' conceptual and diagnostic skills to lead planned organizational change.
- Focus on organization behavior and the leadership dimensions of attitude, personality, perception, learning, roles, norms, and techniques for leading effective teams.
- Promote development of interpersonal relationships and effective oral and written communications.
- Encourage development of religious, ethical, and spiritual values and perspectives within the framework of leadership roles and practices.

Student Learning Outcomes

In addition to meeting Mercer University's Common Student Learning Outcomes, graduates of the organizational leadership degree program will be able to:

- Demonstrate effective problem-solving and conflict resolution strategies.
- Demonstrate goal setting techniques.
- Apply understanding of follower motivation.
- Demonstrate effective interpersonal communication and leadership skills.
- Apply research and statistical techniques to improve problem solving and decision making.
- Encourage and support human resource programs for recruitment, development, and retention.
- Articulate a personal philosophy of leadership and develop strategies to lead by example.

Curriculum

The interdisciplinary social science focus of the Organizational Leadership program provides mid-career professionals with an understanding of leadership practices in the 21st century. Courses provide a practical approach to leadership and the implementation of change in a world that is increasingly interconnected. Students may not earn any grades lower than C in any courses in the major and may not take any course on an S/U basis.

B.A.S. Degree Requirements

General Education Core and Electives**.81 hours**
Major Requirements**.39 hours**

HRAD 245.	Introduction to Human Resources
ORGL 210.	Foundations of Leadership
ORGL 315.	Effective Communication for Leadership
ORGL 320.	Human Behavior in Organizations
ORGL 330.	Budgeting for Nonfinancial Leaders
ORGL 335.	Contemporary Global Issues
ORGL 350.	Values, Ethics, and Leadership Practice
ORGL 355.	Leadership in Nonprofit Organizations
ORGL 380.	Applied Research Methods
ORGL 445.	Dimensions of Servant Leadership
ORGL 460.	Strategic Leadership
ORGL 470.	Organization Development and Change
ORGL 475.	Advanced Leadership Philosophy and Practice

Total Requirements120 semester hours

See the Certification Program section of this catalog for information on the Executive Leadership Development, and the Leadership for the Medical Practice certification programs related to this degree.

PUBLIC SAFETY LEADERSHIP

V. Lynn Tankersley, *Program Coordinator/Assistant Professor*
 Richard H. Martin and Stephen E. Ruegger, *Associate Professors*
 Charles Weston, *Senior Lecturer*

Mission Statement

The Bachelor of Science in Public Safety Leadership degree is designed to provide students a strong foundation of knowledge regarding the various public safety entities including: law enforcement, corrections, the courts, homeland security and emergency response. The degree is targeted towards adult learners who may or may not be working in the field of public safety and provides students the opportunity for service-based learning. In addition, the coursework assists students in understanding how science and technological advances have aided in the detection and apprehension of deviants and in the development of critical thinking skills regarding important issues in public safety. Finally, the degree aims to develop students' leadership skills and abilities to communicate effectively and efficiently in various high-risk situations. Public safety majors take 18 hours of core classes for the major and select one of three 24 hour concentrations (criminal justice, homeland security, or emergency services), each designed to help students meet the competencies deemed crucial for effectiveness in the field. Students in the Emergency Services track must be currently certified under the National Registry of Emergency Medical Technicians.

Student Learning Outcomes

- Upon completion of a program of study in public safety leadership, all students will be able to:
- Distinguish how the various components of the public safety system interact
 - Develop and defend positions on current issues in public safety
 - Dramatize effective interpersonal communication and leadership skills

- Carry out a research project
- Solve ethical dilemmas
- Assess, construct, and critique options and solutions to crisis situations

In addition to the general degree outcomes, students within the criminal justice track will be able to:

- Evaluate and apply theories of criminal behavior
- Describe the nature and extent of diversity in relation to crime
- Demonstrate knowledge and understanding of how technology impacts criminal behavior and the apprehension of criminals
- Demonstrate a basic understanding of how scientific knowledge assists in explaining deviance

In addition to the general degree outcomes, students within the homeland security track will be able to:

- Demonstrate knowledge and understanding of how agencies can work together to coordinate responses to security threats
- Evaluate and apply theories of criminal behavior
- Describe the nature and extent of diversity in relation to crime
- Demonstrate knowledge and understanding of how technology impacts criminal behavior and the apprehension of criminals

In addition to the general degree outcomes, students within the emergency services track will be able to:

- Demonstrate effective problem-solving and conflict resolution strategies
- Demonstrate an understanding of human behavior, active listening, workplace-human interaction, and an appreciation of diversity and multicultural issues

Public Safety Leadership

B.S. Degree

120 Semester Hours

Requirements*

Prerequisites

- | | |
|-----------|----------------------------|
| PSYC 111. | Introduction to Psychology |
| SOCI 111. | Introduction to Sociology |

General Education Requirements 42 hours

Content Studies.....18 hours

Core in Major

- ORGL 210. Foundations of Leadership
- ORGL 315. Communication for Effective Leadership
- or
- COMM 370. Intercultural Communication
- ORGL 380. Applied Research Methods
- PSFT 435. Ethics and Public Safety
- PSFT 470. Field Experience
- PSFT 498. Senior Seminar

A. Criminal Justice Track.....24 hours

- CRJS 260 Introduction to Criminal Justice
- And 7 more from the courses listed below:
- CRJS 305. Community Policing
- CRJS 325. Criminal Law
- CRJS 330. Criminal Procedure
- CRJS 345. Forensic Behavior
- CRJS 350. Theoretical Forensic Criminalistics
- CRJS 359. The Judicial Process
- CRJS 360. Criminology
- CRJS 366. The Correctional Process
- CRJS 390. Special Topics
- INSY 391. Computer Privacy, Ethics, Crime and Society
- PSFT 390. Special Topics in Public Safety

B. Homeland Security Track.....24 hours

- CRJS 325. Criminal Law
- And 7 more from the courses listed below:
- CRJS 330. Criminal Procedure
- CRJS 345. Forensic Behavior
- CRJS 350. Theoretical Forensic Criminalistics
- CRJS 359. The Judicial Process
- INSY 391. Computer Privacy, Ethics, Crime and Society
- ORGL 330. Budgeting for Nonfinancial Leaders
- PSFT 365. Introduction to Homeland Security and Emergency Management
- PSFT 370. Terrorism
- PSFT 375. The Effects of Disaster on Society
- PSFT 380. Intelligence Gathering and Dissemination
- PSFT 390. Special Topics in Public Safety

C. Emergency Services (applicants must be NREMT Certified)...24 hours

- HRAD 250. Introduction to Training and Development
 - INFM 205. Survey of Health Informatics
 - LBST 205. Introduction to Technical Writing
 - ORGL 330. Budgeting for Nonfinancial Leaders
 - POLS 100. Government in America
 - or
 - POLS 200. Government in the State and Local Levels
- Students must take 4 more courses from the following list:
- HRAD 245. Introduction to Human Resources
 - HRAD 315. Workplace Law & Relations
 - HRAD 350. Principles of Adult Learning & Development
 - HRAD 365. Instructional Design and Delivery Strategies I: Materials Development
 - HRAD 375. Instructional Design and Delivery Strategies II: Organizing Training
 - HRAD 385. Instructional Design and Delivery Strategies III: E-learning
 - HSRV 340. Social Welfare Policy
 - HSRV 415. Older Adults in the 21st Century

- ORGL 320. Human Behavior in Organizations
- ORGL 335. Contemporary Global Issues
- ORGL 470. Organization Development and Change

* One other PSFT/CRJS elective for students not taking PSFT 470

Electives..... 36 hours
TOTAL120 semester hours

* Students must earn a “C” or better in LBST 180 to enter or continue in the public safety major.

NOTE: Public Safety Leadership majors who have less than two years of professional experience in the public safety field must take 3 credit hours of PSFT 470. The student’s advisor will determine the applicability of this requirement. An additional 3 hours of PSFT 470 may be taken as an elective. Students with two or more years of professional experience in public safety may take PSFT 470 as elective hours to a maximum of 6 credit hours. All students must have junior status to be eligible to apply for PSFT 470. It is the student’s responsibility to find a field experience site. At least 8 weeks prior to beginning the semester in which the field experience is planned, the student must have the site approved by his/her faculty advisor. Field experience may be done in the fall and spring semesters or during summer session 1. PSFT 470 requires 15 hours per week at the field experience site. Exceptions to the above may be made only with the approval of the student’s faculty advisor.

Grade Requirements

A student seeking a major in public safety leadership must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major other than PSFT 470.

Public safety leadership majors will be required to pass an exit examination in PSFT 498 during their senior year. This exam is for program assessment. A student may take the examination three times.

MINORS

Public Safety

18 Semester Hours

Requirements

CRJS 260 or PSFT 365

5 public safety/criminal justice courses18 hours

Criminal justice or public safety courses used for a student’s major may not be used toward a public safety minor.

Digital Forensics

18 Semester Hours

Requirements

CRJS 375.	Criminal Investigation
CRJS/INSY 391.	Computer Privacy, Ethics, Crime, and Society
DGTF 390.	Digital Forensics I
DGTF 490.	Digital Forensics II
INFM 120.	Introduction to Computer Science
INFM 210.	Programming Concepts for Informatics

DEPARTMENT OF MATHEMATICS, SCIENCE, AND INFORMATICS

Hani Q. Khoury, *Chair/Professor*

Feng Liu, Kenneth W. Revels, Charles H. Roberts, and Colleen P. Stapleton, *Associate Professors*

Gary W. Blome, Michael D. Roty, Zipangani Vokhiwa, and Sabrina L. Walthall, *Assistant Professors*

Kelly L. Jones and Greg A. Baugher, *Instructors*

Mission Statement

The Department of Mathematics, Science, and Informatics is committed to fostering a learning environment in which the teaching of mathematics, science, and informatics at the undergraduate level contributes to the development of critical thinking and problem solving skills. In this environment, students are encouraged to apply their new understanding of life, physical, and information science processes to practices in their chosen professions. The department offers courses at Mercer's Regional Academic Centers and on the Cecil B. Day Campus in Atlanta.

The Department offers a Bachelor of Science degree in Informatics with concentrations available in the following tracks: Health Information Technology, Web Development and Human-Computer Interaction, or General Informatics. The Department also offers a minor in Informatics and collaborates with the Public Safety Leadership program to offer another minor in Digital Forensics.

Department Goals

Students will be exposed to a learning environment that is structured to allow them access to multiple resources inside and outside of the classroom. The department is committed to fostering a learning environment that will:

- Encourage students to open up to new and positive experiences with mathematics, science, and informatics, and to refine students' abilities to express themselves precisely, so they may make significant contributions in their workplace, community, and in the world.
- Provide students with the opportunity to reshape their perspectives about mathematics and science, and to emphasize the importance of mathematics, science, and informatics in the world.

- Guide students to engage in, learn, and apply knowledge by keeping them focused, helping them with their study, communication, and learning skills, and providing them with clear directions.
- Offer an undergraduate education based upon a strong liberal arts foundation with emphasis on the centrality of mathematics, science, and informatics.
- Require students to demonstrate an understanding of the processes involved in applying mathematics, science, and informatics to problems and opportunities encountered in practical, professional, and social contexts.
- Enable students to express mathematical, scientific, and informatics reasoning in meaningful ways, clearly conveying relevant ideas and concepts.
- Permit students to develop life-long interests in mathematics, science, and informatics while comprehending the impact of these disciplines on citizenship, the environment, and society.
- Respond to changes in K-12 curriculum in the State of Georgia.

INFORMATICS

Feng Liu, *Program Coordinator/Associate Professor*

Kenneth W. Revels, *Associate Professor*

Gary W. Blome, *Assistant Professor*

Kelly L. Jones, *Instructor*

Mission Statement

The Bachelor of Science in Informatics offers students the opportunity to study how information is effectively processed within the context of various academic disciplines and practical vocations. The major includes a common core of 33 hours plus one of the three alternative tracks with 15 hours each. These tracks are Health Information Technology, Web Development and Human-Computer Interaction, and General Informatics. Students who complete this program will acquire a liberal arts education consistent with the goals and traditions of Mercer University, as well as solid preparation for a career in the increasingly vital discipline of informatics.

Student Learning Outcomes

Informatics Program:

- Identify the theory of informatics.
- Identify the practice of informatics.
- Apply data structures and algorithms to solve informatics problems.
- Create software designs that relate to relevant areas of the curriculum.

Track A (Health Information Technology):

- Make decisions relevant to the health professions.
- Employ techniques useful in the management of medical data.
- Communicate effectively to implement technical knowledge.

Track B (Web Development and Human-Computer Interaction):

- Employ user-centered system interface design principles.
- Develop platform independent informatics applications.
- Analyze human-computer interactions to create optimally usable software packages.

Track C (General Informatics):

- Employ informatics operations using computer technology.
- Apply basic informatics principles in a variety of disciplines.
- Demonstrate interdisciplinary perspective embracing different aspects of the university curriculum.

Informatics

B.S. Degree

120 Semester Hours

General Education Requirements* ** * 42 hours**

Core in Major33 hours

INFM 110.	Introduction to Informatics
INFM 120.	Introduction to Computer Systems
INFM 210.	Programming Concepts for Informatics
INFM 212.	Web Development
INFM 310.	Advanced Programming Concepts
INFM 312.	Data Base Design and Informatics
INFM 350.	Data Communications and Network Systems Design
INFM 455.	Systems Analysis and Design
MATH 181.	Calculus for the Social and Life Sciences
MATH 220.	Applied Statistical Methods
MATH 230.	Introduction to Abstract Mathematics

Specialized Tracks 15 hours

A. Health Information Technology

INFM 205.	Survey of Health Informatics
INFM 225.	Health Informatics Standardization
INFM 335.	Basic Biostatistics, Health Data Processing, and Literature Evaluation
INFM 345.	Research Methods for Health Informatics
INFM 475.	Capstone for Health Informatics

B. Web Development and Human-Computer Interaction

INFM 202.	Graphics and Interface Design
INFM 322.	Introduction to Multimedia and Web Design Tools
INFM 332.	Client – Server Development
INFM 372	Human-Computer Interaction and Usability Study
INFM 472.	Capstone for Human-Computer Interaction

C. General Informatics

INFM 301.	Issues in Technology Management
INFM 321.	Technology and Culture
INFM 331.	Informatics, Expert Systems, and Artificial Intelligence
INFM 351.	Comparative Organizational Informatics
INFM 471.	Capstone for General Informatics

Electives **30 hours**

TOTAL **120 hours**

*All Informatics majors must complete MATH 130 to fulfill degree requirements.

**All Informatics majors in the Health Information Technology track must complete SCIE 230 to fulfill degree requirements.

***All Informatics majors in the Web Development and Human-Computer Interaction track must complete PSYC 111 to fulfill degree requirements.

Minor in Informatics:

18 Semester Hours

- INFM 110: Introduction to Informatics
- INFM 322: Introduction to Multimedia and Web Design Tools
- Four additional courses in INFM/INSY at the 200 level or above.

Students completing a minor in Informatics will be able to: (1) Define the discipline of Informatics and contextually relate it to their major field of study. (2) Describe and employ techniques available for the acquisition, storage, and processing of data in their major discipline. (3) Define information within their major disciplinary context and demonstrate how it may be created and transmitted by processing discipline-relevant data.

Bridge Program for International Students

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

- 1) Assessment of mathematics proficiency is accomplished through use of an online assessment tool to determine the level of functional knowledge in algebra and pre-calculus, including analytic trigonometry. Based on the results of the proficiency assessment exams, students may be exempt from taking one or more of the following courses:

- MATH 120. Basic Algebra
- MATH 130. Topics in Precalculus
- MATH 150. Analytic Trigonometry *

**Exemption may apply for certain majors.*

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

2) Students enrolled in the Bridge Program must also complete the following courses:

- FDLS 110. The Culture of the University
- FDLS 130. Language and Communication *
- ENGL 100. Critical Thinking, Reading, and Writing
- COMM 171. Introduction to Public Speaking

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

The Bridge Program provides quality instruction by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

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

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

COURSES OF INSTRUCTION

ART AND ART HISTORY (ARTH)

ARTH 101. Art Appreciation

(3 hours)

This course is designed to enable students to understand artistic themes and methods. Emphasis will be placed on the recognition of styles and periods in art history. Slide presentations, field trips, and guest speakers will enable the student to develop a broad appreciation for art.

BIOLOGY (BIOL)

BIOL 105. Life Forms and Functions

(3 hours)

Prerequisite: SCIE 100 or equivalent.

An overview of organismal development in form and function over more than 3.5 billion years of evolutionary time. Key characteristics of some of the major taxonomic groups belonging to six recognized kingdoms are discussed – ranging from primitive bacteria to modern plants and animals. Adaptations required for specific modes of living, and the new opportunities for speciation and diversification that this process would yield, are the basis for an examination of the dynamic relationship between biological form and function. An integrated lecture and laboratory course. Laboratory fee.

BIOL 256. Microbiology for Allied Health

(4 hours)

Prerequisites: BIOL 245.

Students will study fundamental microbiology principles related to allied health including: basic culture and staining techniques, cellular metabolism, microbial control measures (sterilization, disinfection, and antimicrobial therapy), and basic concepts of immunology. Emphasis will be placed on the study of various pathogenic microorganisms and the human diseases they cause. Laboratory fee.

COMMUNICATION (COMM)

COMM 104. Understanding Theatre (3 hours)

Students will study the characteristics and practices of the theatre from the perspective of students' experience of theatre as audiences engaged with a dynamic and living art form. Major emphasis is placed on learning to appreciate theatre through familiarization, comparison, and analysis. Students will attend theatrical productions and will analyze and interpret several plays.

COMM 171. Introduction to Public Speaking (3 hours)

Students will study and practice the basic strategies and skills necessary for preparing and delivering effective oral presentations applicable to a variety of contexts and relevant to career development and responsible citizenship. Major emphasis will be placed on topic selection, audience analysis, message organization, language and argument development, and delivery skills. Students will also learn to be critical consumers of public oral discourse through the study and practice of effective listening, basic argument construction, and basic rhetorical criticism.

COMM 270. Communication for Business and the Professions (3 hours)

Prerequisites: COMM 171; LBST 175, 180 or equivalent.

Students will be introduced to the various forms and types of communication used by modern organizations. Written and oral communication theory will suggest strategies appropriate for effective communication in business and professional settings (report and memorandum/letter writing, interviewing, group decision-making and presentations). Students will be given a combination of lectures and projects that will ultimately take the form of a final report and presentation.

CRIMINAL JUSTICE (CRJS)

CRJS 260. Introduction to Criminal Justice (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will be provided an overview and analysis of the major components of the criminal justice system. Criminal law, law enforcement, the judicial and correctional processes, and probation and parole will be examined. The historical basis for the United States' criminal justice system, as well as emerging trends in the concept and practices of the criminal justice profession will be studied. In addition, students will examine the implication of these topics to criminal justice and foster critical thinking skills during the formulation of recommendations regarding each issue. Career opportunities in the field of criminal justice will be emphasized.

CRJS 305. Community Policing (3 hours)

Prerequisites: LBST 175 & 180 or equivalent.

Students will learn about the philosophy of community policing as it permeates the entire police department. Students will pay particular attention to: community policing as an organizational strategy, problem-solving approaches within community and problem oriented policing, and comparing community policing philosophies with reactive and proactive policing.

CRJS 325. Criminal Law (3 hours)

Prerequisites: LBST 175 & 180 or equivalent.

Students in this course will examine substantive criminal law in the courts of the United States, emphasizing law, defense, evidence, and criminal responsibility. Included is a study of the essential elements that constitute criminal offenses by state and federal statutes. There is also a survey of crimes and procedures for social control, general principles of excuses and defenses, and an examination of all major felony crimes. Emphasis is on the substantive area of law.

CRJS 330. Criminal Procedure (3 hours)

Prerequisites: LBST 175 & 180 or equivalent.

Students in this course will explore the Bill of Rights, especially the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments, as they relate to public safety and law enforcement. Emphasis is on the evolution of constitutional criminal procedure through the development of case law and resulting selected state and federal statutes and court decisions governing the admissibility of evidence. Evidence and its admissibility will be reviewed in light of procedural considerations affecting arrests, searches, and seizures. Procedural concepts of arrest search and seizure are also discussed.

CRJS 345. Forensic Behavior (3 hours)

(Cross-listed as PSYC 345)

Prerequisites: LBST 175, 180 or equivalent; PSYC 360.

Students will examine the aspects of human behavior directly related to the legal process and testimony, jury decision making, and criminal behavior. The professional practice of psychology within or in consultation with a legal system will be examined. Profiling, insanity and competency, risk assessment, discrimination, and interrogation and confessions will be emphasized.

CRJS 350. Theoretical Forensic Criminalistics (3 hours)

Prerequisite: consent of program coordinator

Theoretical Forensic Criminalistics examines the role of science in the criminal justice system. The course will provide instruction and knowledge regarding forensic criminalistics including physical evidence; organic and inorganic analysis; hairs, fibers and paint; forensic toxicology, arson and explosives; serology and DNA; fingerprints, firearms and other impressions; document and voice examination. This course must be taken concurrently with SCIE 350 Applied Forensic Criminalistics.

CRJS 359. The Judicial Process (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study criminal procedure, case analysis, and the mechanics of the municipal, state, and federal judicial systems. The interaction of criminal law, judicial decision-making, and the administration of justice will be emphasized.

CRJS 360. Criminology (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Criminology is an analysis of the major theories of criminal behavior, the nature and types of crime, and the relationship between crime and society. Emphasis will be placed on the scientific approach to studying the criminal offender.

CRJS 361. Criminal Offender (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study in detail the dominant characteristics of criminal offenders defined by

the interdisciplinary research and theory on criminal behavior. Emphasis will be placed on violent, property, and white collar offender profiles, including their demographic, social, psychological, class, and cultural elements.

CRJS 362. Issues in Juvenile Delinquency (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the nature and extent of juvenile delinquency in contemporary society. Emphasis will be placed on theories of causation of delinquency as well as current and future delinquency trends. The history, organization, and theories related to juvenile gang activity will be explored. Special emphasis will be placed on the Georgia Juvenile Court Code.

CRJS 365. Alternatives to Incarceration (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will explore alternatives to prison. The history, organization, and effectiveness of diversion centers, work release programs, fines, electronic monitoring, house arrest, probation, and parole will be studied. Future trends will be addressed.

CRJS 366. The Correctional Process (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will encounter a thorough examination of the correctional system in the United States. The history, analysis, and evaluation of jails and prisons will be covered. Current practices of punishment, treatment, and reform will be examined. Attention will be given to the practical, legal, and theoretical issues affecting correctional agendas. Future trends will be addressed.

CRJS 368. Victimology (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study victims of violent, property, and white collar crime. Victim typology, prevention of victimization, and victim treatment are studied. The effects of Victimology on family and acquaintances are examined.

CRJS 375. Criminal Investigation (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the practical and scientific methods of crime detection in law enforcement. Emphasis will be placed on special techniques employed in particular kinds of criminal investigation and the legal principles that apply to criminal evidence.

CRJS 390. Special Topics in Criminal Justice (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A significant topic in criminal justice which is not available through other program offerings will be studied in the classroom setting.

CRJS 391. Computer Privacy, Ethics, Crime, and Society (3 hours)

(Cross-listed as INSY 391)

Prerequisites: INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.

Students will examine the real and potential cyber threats faced by both organizations and individuals who are targeted by computer criminals, vandals, and hackers. Topics include a survey of "digital ethics," examination of computer resources and technologies available to law enforcement personnel, and criminal computer activities.

CRJS 395. Independent Study in Criminal Justice (1-3 hours)

Prerequisites: consent of advisor; LBST 175, 180 or equivalent.

Students will study an area or subject not normally found in established courses. It may also allow the student to explore in greater detail a topic raised in established criminal justice courses.

CRJS 401. Issues in Interpersonal Violence (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study in detail the dominant characteristics of violent criminal offenders defined by the interdisciplinary research and theory on violent offenders. Emphasis will be placed on murder, mass murder, spree murder, serial murder, aggravated assault, rape, child abuse, and elder abuse.

CRJS 470. Field Experience (3-6 hours)

Prerequisites: LBST 175, 180 or equivalent; junior status, advance request and approval of both program coordinator and advisor.

Criminal Justice Field Experience is designed to provide the student with an opportunity to apply academic training in practical criminal justice settings. Field experience will be jointly supervised by college staff and officials of the participating agency. Criminal justice field experience is open only to public safety leadership majors. Note: grade of satisfactory or unsatisfactory. Special fee.

CRJS 471. Field Experience (3-6 hours)

Prerequisites: CRJS 470; LBST 175, 180 or equivalent.

This course is designed to provide students with opportunities to continue using the skills and knowledge developed in CRJS 470. See the CRJS 470 course description for requirements.

DIGITAL FORENSICS (DGTF)

DGTF 390. Digital Forensics I (3 hours)

Prerequisites: CRJS 375, CRJS/INSY 391; INFM 210; LBST 175, 180 or equivalent.

Students will study procedures required to properly discover and secure digital evidence related to criminal activity. Preliminary investigative procedures and crime scene protocols will be given particular emphasis. Laboratory fee.

DGTF 490. Digital Forensics II (3 hours)

Prerequisites: DGTF 390; LBST 175, 180 or equivalent.

Students will study tools and techniques useful in the full recovery and documentation of digital evidence after its discovery and seizure. Laboratory fee.

ENGLISH (ENGL)

ENGL 100. Critical Thinking, Reading, and Writing (3 hours)

Students will explore the relationship among oral language, reading comprehension, and writing processes. Students will be taught how to deal with print and oral language phonetically, syntactically, semantically, analytically, and interpretatively. This course is especially recommended for international students.

ENGL 207. Topics in World Literature (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course will focus on an historical period, literary movement, or theme while studying works of literature from the world literary tradition in relation to the diverse world they display, comment upon and help to shape. Topics may include: The Epic Tradition, Gods and Goddesses, Magical Realism and European Romanticism. Students who have complet-

ed ENGL 207 may enroll in an additional section of ENGL 207 only when a different topic is addressed.

ENGL 247. Topics in English Literature (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course will focus on an historical period, literary movement or theme while studying works of literature from the English literary tradition in relation to the diverse "national" traditions they display, comment upon and help to shape. Topics may include: Satire The Poetic Tradition, Rebellion and Revolution, and Modernism. Students who have completed ENGL 247 may enroll in an additional section of ENGL 247 only when a different topic is addressed.

ENGL 277. Topics in U.S. Literature (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course will focus on an historical period, literary movement or theme while studying works of literature from the United States literary tradition in relation to the diverse "national" traditions they display, comment upon, and help to shape. Topics may include: Narratives of Captivity and Freedom, American Individualism, Literature and Democracy and the Harlem Renaissance. Students who have completed ENGL 277 may enroll in an additional section of ENGL 277 only when a different topic is addressed.

ENGL 288. Topics in the Invention of the Americas (3 hours)

(Cross-listed as PHIL 288)

Prerequisites: LBST 175, 180 or equivalent.

This hybrid course consists of comparative study of primary materials concerning the formation or "invention" of the Americas. The principles and practices employed in the study of these materials belong to the fields of inquiry of comparative literature and philosophical anthropology. To facilitate understanding a discipline in an interdisciplinary context, the online portion of the course will emphasize either a literary or philosophical approach to the materials of the course, and discussion in class will be largely interdisciplinary. Because the topic may vary with each offering of the course, students may take the course for credit more than once as long as it focuses on a different topic. It can fulfill either the requirement for a literature course or for a philosophy course, but not both.

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 210. Physical Aspects of the Environment (3 hours)

Prerequisite: SCIE 100 or equivalent.

This course focuses on the nature of the earth's atmosphere, hydrosphere and geosphere. The effects of human activity on these systems are examined through the physical and chemical changes that take place in these systems. Changes produced by mining, farming, industrial manufacturing, waste disposal, natural hazard mitigation), and other practices will be studied. Laboratory fee.

ENVS 215. Environmental Impacts and Living Systems (3 hours)

Prerequisite: SCIE 100 or equivalent; MATH 120 or equivalent.

Students will examine how many of earth's life forms and ecosystems are being impacted by a pattern of human-induced physical and chemical change. A life science approach is taken to study the consequences of such human impacts as industrial practices and spiraling population, which contribute to the decline of many non-human species, using case studies from different parts of the world, attention is given specifically to biological consequences for human and non-human populations of the current methods of energy and food production, and of air and water pollution. Laboratory fee.

ENVS 390. Topics in Environmental Sustainability (3 hours)

Prerequisites: SCIE 100 or equivalent; MATH 120 or equivalent.

Recommended: ENVS 210 or ENVS 215.

Students will study some significant topic within the interdisciplinary field of environmental science, which is not available through other program offerings, with an emphasis on issues of sustainability. Laboratory fee.

FOUNDATIONS FOR LIBERAL STUDIES (FDLS)

FDLS 110. The Culture of the University (3 hours)

This seminar is designed to introduce new adults-in-college to the history, traditions, protocol, and demands associated with participation in an academic community within Mercer University. The aim of this course is to assist participants in the process of building a substantial foundation for doing college work. Attention will be given to an assessment of the sociocultural forces that facilitate or block one's transition to college life, to diagnosing academic strength and weaknesses, to the development of effective interactions skills and strategies, and to the resources, both personal and technological, that serve adults during their academic career. This class is designed to be taken at the onset of the student's academic work at Mercer University; students may take this course only within the first academic year in the College or with permission of the department chair or associate dean.

FDLS 115. Mathematics, Problem-Posing, and Culture (3 hours)

This seminar will emphasize the importance of mathematical reasoning and affective issues as two interrelated components of problem resolution. This will be accomplished through an examination of case studies and sociocultural forces that influence methods used to select and apply the tools of mathematics in ordinary life and to academic problems. Consideration will be given to how mathematical and computational skills were acquired through prior interactions in community. This class is designed to be taken at the onset of the student's academic work at Mercer University; students may take this course only within the first academic year in the College or with permission of the department chair or associate dean.

FDLS 130. Language and Communication (3 hours)

This seminar will assist participants in developing foundational writing methods and interpretation skills needed for academic writing in the arts and sciences. Specific emphasis will be placed on reviewing writing and reading skills previously acquired and attention will be given to the development of college level expertise in using appropriate grammar, syntax, writing styles, and publication manuals. Students will preview and practice the various forms of writing and reading that will be encountered as an adult pursues a college degree.

HISTORY (HIST)

HIST 200. World History (3 hours)

This course is a study of one or more significant political, cultural, religious, social, economic, or ideological topics in non-Western history.

HIST 201. The United States from Colonization to 1877 (3 hours)

The United States from Colonization to 1877 course is an introductory survey of the major trends and events in Colonial America and the United States to the end of

Reconstruction. Particular attention is placed on the diverse cultures in contact, conflict, and confrontation in the struggle to shape and define the U.S.

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

The United States from 1877 to the Present course is an introductory survey of the major trends and events in the United States from Reconstruction to the present. Particular attention is placed on the continuing struggle in U.S. history to deal with the inherent tensions between unity and diversity, chaos and order, liberty and structure.

HIST 366. The Civil War and Reconstruction (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

The course explores the causes of the Civil War, the problems of the nation in wartime, and interpretations of Reconstruction history.

HUMAN RESOURCES ADMINISTRATION AND DEVELOPMENT (HRAD)

HRAD 245. Introduction to Human Resources (3 hours)

This course serves as an introduction to the field of human resources and to the Human Resources Administration and Development major. It will cover the essential human resources functions within organizations, including job analysis and design, recruitment and selection, performance appraisal, training, safety enforcement and the basics of compensation and benefits as well as an overview of ethics in the field. The course will serve as a gateway to the HRAD major.

HRAD 250. Introduction to Training and Development (3 hours)

Prerequisites: COMM 171; INSY 102; LBST 175, 180.

Students will learn the basic principles and processes of assessing needs and delivering training for adults in educational settings and the workplace.

HRAD 305. Assessment and Evaluation (3 hours)

Prerequisites: HRAD 245, 250; MATH 220; PSYC 111.

Students will learn how to carry out individual, team, and organizational needs assessments, and how to apply this knowledge to the improvement of human performance. Statistical analysis and review of relevant literature will be used to design and measure the effectiveness of programs.

HRAD 315. Workplace Law and Relations (3 hours)

Prerequisites: HRAD 245; HSRV 230.

Students will learn the law and legal systems related to the workplace. Specific laws and acts covering topics such as disabilities, discrimination, sexual harassment, and other employment issues will be covered. Mediation and conflict resolution strategies will be introduced.

HRAD 335. Employee Compensation and Benefits (3 hours)

Prerequisites: HRAD 245; MATH 220; ORGL 330.

Students will study financial and non-financial methods to compensate employees for their work, as well as examine flexible benefits which can be offered to enhance the workplace. Cost-benefit analyses of strategies will be included.

HRAD 350. Principles of Adult Learning and Development (3 hours)

Prerequisites: COMM 171; INSY 102; LBST 175, 180; PSYC 111.

Students will explore the theory and research of adult developmental stages and issues, particularly as they relate to vocation and life-long learning. Various learning styles will be reviewed and students will determine effective teaching strategies to meet them.

HRAD 365. Instructional Design and Delivery Strategies I: (3 hours)
Materials Development

Prerequisites: HRAD 250, 350.

Students will focus on the concepts that lead to effective application of learning theory and training needs to develop comprehensive curricula and to design written, oral, and electronic materials which will deliver instructional objectives.

HRAD 375. Instructional Design and Delivery Strategies II: (3 hours)
Organizing Training

Prerequisites: HRAD 250, 350, 365.

Students will apply the theories of learning and adult development to the selection of materials and learning delivery systems which are most effective. Practical aspects of setting up training for individuals and groups will be included.

HRAD 385. Instructional Design and Delivery Strategies III: (3 hours)
E-learning

Prerequisites: HRAD 365; INFM 322.

Students will apply the theories of learning and adult development to electronic learning systems. Students will be exposed to web-based platforms and learn to adapt materials to electronic media, both totally on-line and as hybrid programs. Laboratory fee.

HRAD 390. Special Topics in Human Resources (1-3 hours)

Prerequisites: LBST 175, 180; some special topics sections may require other prerequisites.

This course is a study of some significant topic in human resources which is not available through standard program offerings. A maximum of 6 credit hours in human resources administration and development special topics may be selected by students seeking a Human Resources Administration and Development degree.

HRAD 470. Ethics in Human Resources Administration (3 hours)

Prerequisites: HRAD 245, 315, 335.

Students will examine a variety of ethical issues which can occur in the administration of human resources functions. Special emphasis will be on real-world examples and the establishment of an ethical workplace.

HRAD 495. Capstone Experience (3 hours)

Prerequisites: All courses in the major; exceptions only with approval of the advisor.

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

HUMAN SERVICES (HSRV)

HSRV 230. Introduction to Interpersonal Relations (3 hours)

Students will examine methods used to enhance interpersonal relationships. Listening techniques, nonverbal communication, and basic verbal strategies will be studied. An emphasis will be placed on individual relationships in the professional workplace.

HSRV 330. Conflict Resolution and Problem Solving (3 hours)

Prerequisite: HSRV 230; LBST 175, 180 or equivalent.

Students will build on the interpersonal relationship skills learned in HSRV 230, Introduction to Interpersonal Relations. Confrontation, problem solving, goal setting, and evaluation strategies will be explored. Emphasis will be placed on individual and group facilitative relationships in the professional workplace.

HSRV 340. Social Welfare Policy (3 hours)

Prerequisites: HSRV 202; LBST 175, 180 or equivalent.

Social Welfare Policy addresses key issues in the formation of social policy and raises questions about the universal and particular arguments for social welfare programs and processes. Emphasis is placed on the social, political, economic, and cultural context in which policy emerges as well as examining the formation and implementation of social welfare policy at the national, state, local, and agency levels.

HSRV 415. Older Adults in the 21st Century (3 hours)

Prerequisite or corequisite: PSYC 227 or a 3 semester credit hour course in adult development.

A multidisciplinary perspective on the experience of aging in the 21st century global society. From a foundation of the developmental stages of middle and later adulthood, the course will emphasize the role of the human services professional and agency through the investigation of both the opportunities afforded by and the weaknesses evidenced in the contemporary human services agencies as well as the laws and policies that govern the services that are provided. Service provision to diverse clients will be included.

INFORMATICS (INFM)

INFM 110. Introduction to Informatics (3 hours)

Prerequisite: INSY 102.

This course includes a definition and survey of the informatics discipline with emphasis on its relationship to computer-based information processing in organizational contexts. It introduces students to problem solving using information technology, information representation, Boolean algebra, propositional logic, relational databases, system design, and newly-developed cutting-edge data management technologies. Students will begin to assess the impact of these approaches on science and society. Laboratory fee.

INFM 120. Introduction to Computer Systems (3 hours)

Prerequisites: INFM 110; MATH 130.

Since the computer is the central technological artifact in the study and practice of informatics, this course will introduce the student to the fundamentals of computer architecture and assess the impact that architecture has on informatics as a discipline. Specific attention will be given to popular commercial computer operating systems, network operating systems, and freeware/shareware systems. Laboratory fee.

INFM 202. Graphics and Interface Design (3 hours)

Prerequisite: INSY 102 or equivalent.

This course provides an opportunity to develop knowledge and skills required for manipulation of vector and pixel based graphics. It introduces image processing concepts and methods for optimizing the use of graphics and other multimedia components in web applications. As one of the key steps in the production cycle for web design, a prototype will be introduced and completed in high fidelity detail using software tools. Laboratory fee.

INFM 205. Survey of Health Informatics (3 hours)

Prerequisites: INSY 102; LBST 175, 180 or equivalent.

A survey of modern information and communication technology in hospital and health-care information systems (HHIS). Students will review scientific techniques and methodologies described in the health informatics literature. Students will explore how HHIS improve the quality and management of hospital health care and clinical processes, as well as security issues related to sharing public health information. Laboratory fee.

INFM 210. Programming Concepts for Informatics (3 hours)

Prerequisites: INFM 120; MATH 181.

An introduction to programming language concepts for problem solving, this course introduces the syntax and semantics of several programming languages. Topics include: input/output, variables and data types, expressions and operators, regular expressions, conditional statements, iteration statements, design I (pseudo code), object models, design II (stepwise refinement), functions, and arrays. Laboratory fee.

INFM 212. Web Development (3 hours)

Prerequisite: INFM 210.

This course provides an introduction to design and development of applications for the World Wide Web, emphasizing client-side programming with an introduction to server-side programming, including an introduction to the main ideas and tools involved in designing and developing web-based applications. Students will learn to design, build, and publish web applications with special emphasis on hand coding. Laboratory fee.

INFM 225. Health Informatics Standardization (3 hours)

Prerequisite: INFM 210.

This course provides an overview of information and resource sharing technology in the modern public health system, including an introduction to different standards used in the Public Health Information Network and resources available for public health research and data sharing. Emphasis will be placed on the structure and computerization of Electronic Medical Records (EMR) with common standards. Laboratory fee.

INFM 230. Contemporary Programming (3 hours)

Prerequisite: INSY 102 or INFM 110.

This course will introduce students to a currently popular nonprocedural programming language, such as Java. Students will learn to use the subject language in web application development. Laboratory fee.

INFM 301. Issues in Technology Management (3 hours)

Prerequisites: INSY 102 or INFM 110; LBST 175, 180 or equivalent.

Students will examine the impact of computer-based information technology and informatics on both individuals and the organizations in which they work. Various approaches to the direction, planning, and management of computerized information technology will be considered. Students will assess the effect of information technology and informatics on the quality of their personal lives, as well as on their productivity within an organizational context.

INFM 310. Advanced Programming Concepts (3 hours)

Prerequisites: INFM 210; MATH 220.

An introduction to Object-Oriented programming language concepts for problem solving, this course focuses on developing and implementing problem solutions using algorithms. Topics include principles of an algorithm, data structures, and abstract data types. Laboratory fee.

INFM 312. Data Base Design and Informatics (3 hours)

Prerequisite: INFM 310.

An introduction to database design principles that underlie the relational model of data and a consideration of their links to problem-solving and programming logic. Topics include formal query languages, SQL, query optimization, relational database design theory, data mining, and an introduction to visual tools for building database applications. Laboratory fee.

INFM 321. Technology and Culture (3 hours)

Prerequisites: INSY 102 or INFM 110; LBST 175, 180 or equivalent.

This course examines the relationships between culture and technology while emphasizing the impact of information. Students will be exposed to a variety of perspectives and encouraged to think independently about the "Information Age" while applying humanistic principles embodied in the course curriculum to technical aspects of data processing, information delivery, and informatics.

INFM 322. Introduction to Multimedia and Web Design Tools (3 hours)

Prerequisites: INSY 102 or equivalent; LBST 175, 180 or equivalent.

This course introduces basic concepts of multimedia presentation and website design, including use of presentational graphics programs and web design tools as well as an overview of web design processes. Students will use both basic and professional web design tools for text, graphics, webpage layout, website structure and website publishing. Laboratory fee.

INFM 331. Informatics, Expert Systems, and Artificial Intelligence (3 hours)

Prerequisites: INSY 102 or INFM 110, INFM 210; LBST 175, 180 or equivalent.

This course introduces basic concepts underlying artificial intelligence and the design of expert systems while emphasizing the fundamental contextual role of Informatics. Students will explore the philosophical and physiological arguments relating the computer to the human brain, examine various approaches to replicating human decision processes with computing technology, and design a functional expert system. Artificial intelligence and expert systems will be placed in an organizational information processing context and related to Informatics. Laboratory fee.

INFM 332. Client – Server Development (3 hours)

Prerequisites: INFM 212, 312.

This course emphasizes advanced client-server programming and introduces students to server-side administration. Students will acquire the skills necessary to implement efficient client-server communication and create databases for a dynamic web application. Laboratory fee.

INFM 335. Basic Biostatistics, Health Data Processing, and Literature Evaluation (3 hours)

Prerequisites: LBST 175, 180 or equivalent; MATH 220; SCIE 230.

Students will develop an understanding of fundamental biostatistics and the basic procedure of health informatics related research. Students will examine and evaluate published literature in terms of health related statistical data collection, data processing and research design on those data. Statistical programming techniques and contemporary data mining and statistical analysis software packages will be emphasized throughout the course for calculating, interpreting and understanding collected data sets. Laboratory fee.

INFM 345. Research Methods for Health Informatics (3 hours)

Prerequisites: INFM 335; LBST 175, 180 or equivalent.

The course will introduce key methodological approaches employed in health informatics research. Students will have the opportunity to explore and learn about differing theoretical paradigms, techniques, methods and considerations that need to be addressed while designing a health informatics research study. Students will also review some of the methodological issues associated with specific health informatics research designs. Laboratory fee.

INFM 350. Data Communications and Network Systems Design (3 hours)

Prerequisite: INFM 310.

This course provides an overview of basic data communications theory and dominant models of computer networking architecture, including OSI (Open Systems Interconnection) and TCP/IP (Transport Control Protocol/Internet Protocol). Students will learn the operational theory of mid-level access control protocols, including Ethernet and token ring. Laboratory fee.

INFM 351. Comparative Organizational Informatics (3 hours)

Prerequisites: INFM 301, 321, 331.

This course will provide a high-level comparative survey and analysis of how information is processed in different organizational, technological, disciplinary, and cultural contexts. Students will explore the possibility that broadening our perspectives on information processing will increase our decision-making effectiveness.

INFM 372. Human-Computer Interaction and Usability Study (3 hours)

Prerequisites: INSY 102; LBST 175, 180 or equivalent; PSYC 111.

This course explores how people interact with computers during computer operation and software task performance. Students will examine cognitive, physical, and social characteristics that affect how one approaches computer use and apply that knowledge to effective computer system design. Students will work on both individual and team projects to design, implement and evaluate computer interfaces. This course is open to students from all disciplines. Laboratory fee.

INFM 390. Special Topics in Informatics (3 hours)

Prerequisite: Consent of instructor or department chair.

This is the study of some significant topic in any informatics discipline which is not available through some other program offerings.

INFM 395. Directed Study in Informatics (3 hours)

Prerequisite: Consent of instructor or department chair.

This course allows the student to explore, in greater depth, a topic raised in established Informatics courses.

INFM 455. Systems Analysis and Design (3 hours)

Prerequisites: INFM 310 with grade of "C" or above, INFM 312 with grade of "C" or above; LBST 175, 180 or equivalent.

This course provides an introduction to systems design skills required for organizational information engineering. Topics include assessment of information systems performance successes and failures, preparation of preliminary systems analysis documents, and conceptual design of new information systems necessary to meet organizational needs, as well as a strong foundation in systems analysis and design concepts, methodologies, techniques, and tools. Laboratory fee.

INFM 471. Capstone for General Informatics (3 hours)

Prerequisites: All other courses in the General Informatics track; consent of academic advisor.

Students complete their course studies through practical application of concepts and practices by developing a real-time Informatics case project. Laboratory fee.

INFM 472. Capstone for HCI (3 hours)

Prerequisites: All other courses in the Web Development and Human-Computer Interaction track; consent of academic advisor.

Students complete their course studies with the practical application of HCI concepts and practices to a real-time case in Human-Computer Interaction. Laboratory fee.

INFM 475. Capstone for Health Informatics (3 hours)

Prerequisites: All other courses in the Health Information Technology track; consent of academic advisor.

Students complete their course studies with a practical application of concepts, research, and practices, executing the proposal developed in INFM 345. Laboratory fee.

INFORMATION SYSTEMS (INSY)

INSY 102. Application Software (3 hours)

Prerequisites: Ability to type.

This course is an introduction to popular office automation software, spreadsheet development, database creation, graphic design, electronic presentations, and email communication. Laboratory fee.

INSY 387. Social Services and Public Safety Information Systems (3 hours)

Prerequisites: HSRV 202 or SOCI 111 or advisor permission; INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.

Students study information technology's uses in the social services and law enforcement, including its relevance to organizational clients, potential clients, practitioners, administrators, funding providers, and other interested stakeholders. Topics covered will include use of real-time information systems to support organizational operations and service delivery; the "global" information infrastructure used to coordinate and administer human services, law enforcement, and public safety; and an overview of information systems development processes.

INSY 391. Computer Privacy, Ethics, Crime, and Society (3 hours)

(Cross-listed as CRJS 391)

Prerequisites: INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.

Students will examine the real and potential cyber threats faced by both organizations and individuals who are targeted by computer criminals, vandals, and hackers. Topics include a survey of "digital ethics," examination of computer resources and technologies available to law enforcement personnel, and criminal computer activities.

LIBERAL STUDIES (LBST)

LBST 175 and 180. Writing, Education, and Vocation Seminars

LBST 175 and 180 are linked courses focused on developing the writing skills necessary for college. The writing process is taught within the context of students' personal experi-

ence and professional interests, engaging a discussion of the demands of work and culture. Combined, the seminars provide the time needed (two eight week sessions) to practice techniques ranging from writing personal narratives to research papers. Students must register for both courses within the same semester.

Note: Students must receive a grade of C or higher in FDLS 130 or an adequate writing proficiency score prior to enrollment in LBST 175.

LBST 175. Academic Writing I: Education and Experience (3 hours)

An interdisciplinary course that emphasizes the communication of ideas while engaging students in critical thinking about the purpose and place of an education, how experience may be an education and how we turn experience into knowledge. The writing process is emphasized through informal writing-to-learn strategies as well as formal essays, with the special attention to academic research. Assignments stress the organization and development of ideas, and the conventions of written English.

LBST 180. Academic Writing II: Vocation and Values (3 hours)

Prerequisite: LBST 175.

The course continues to focus on developing proficiency in written communication while asking students to think, in an interdisciplinary way, about the intersection of personal vocation and value systems. Building on the work accomplished in LBST 175, LBST 180 focuses the writing process on argument and scholarship techniques such as summary, analysis and evaluation, documentation and citation, culminating in a research paper.

LBST 205. Introduction to Technical Writing (3 hours)

Prerequisites: LBST 175 and 180 or equivalent.

This course introduces students to conventions of technical writing. Students will learn components of text analysis and analyze texts pertinent to their academic programs (for example, public safety, leadership, human resources, human services). Students will gain competency in the construction of technical texts such as incidence reports, manuals, and procedures.

LBST 250. Arts and Ideas of Traditional Cultures (3 hours)

Prerequisite: LBST 175, 180 or equivalent.

A survey of the arts and humanities in traditional cultures, and a reflection on the “big ideas” involved in the practices and definitions of “traditional” cultures.

LBST 255. Arts and Ideas of the Emerging Modern World (3 hours)

Prerequisite: LBST 175, 180 or equivalent.

A survey of the arts and humanities in the emerging modern world, and a reflection of the “big ideas” involved in the practices and definitions of “Modernity.”

LBST 275 and LBST 280 Critical Thinking, Writing and Citizenship Seminars

These courses focus on the analysis and practice of argument. The premise is that citizenship requires an ability to analyze and develop arguments. Designed to augment the academic writing seminars, each of these courses may be taken either as an intermediate-level course in critical thinking and writing, or to fulfill the general education requirement. Students may take one or both of the courses.

LBST 275. Argument: Social Thought and Citizenship (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will focus on the structure and practice of argument in canonical texts of social thought that address issues of citizenship from social, historical, cultural, political, and

theoretical perspectives. Through close reading and thoughtful analysis of these primary materials, students will reflect and write on the nature of citizenship and civic engagement.

LBST 280. Argument: Studies in Public Discourse (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will focus on the structure and practice of argument in varied forms of public discourse. Through the study of a wide range of primary materials that address significant events or issues from different cultural perspectives, students will reflect and write on the different “publics” one may belong to and engage in effective analysis and development of arguments in public discourse.

LBST 302. Studies of Cultures in Contact (3 hours)

Prerequisite: 60 credits; LBST 175, 180 or equivalent.

A cross-disciplinary study of the issues which arise when different cultures come into contact with each other. Conducted as a seminar, the specific areas covered by each course will vary but may include such topics as: “Colonial and Post Colonial Cultures in Contact,” “Science, Technology, Values;” “Cultures in Contact in the Medieval World;” “Intersections of Race, Class, and Gender.”

LBST 303. Issues of Justice in a Global Community (3 hours)

Prerequisite: 60 credits; LBST 175, 180 or equivalent.

A cross-disciplinary study of the global dimension of ethical issues. Conducted as a seminar, the specific areas covered in each course will vary, but may include such topics for investigations as global environmental issues, human rights issues, and disability and culture across the globe.

MATHEMATICS (MATH)

MATH 120. Basic Algebra (3 hours)

Prerequisite: mathematics proficiency assessment score or a grade of C or better in FDLS 115.

Students will examine the rules of exponents, algebraic expressions and operations, applications of linear, quadratic, and rational equations, systems of linear inequalities and equations, radicals and radical equations, and elementary relations and functions.

MATH 130. Topics in Precalculus (3 hours)

Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency test score.

This course examines polynomial, rational, exponential, and logarithmic functions with applications. Graphing calculator is required.

MATH 150. Analytical Trigonometry (3 hours)

Prerequisite: MATH 130.

This course is a “functions” approach to the study of trigonometry. Trigonometric identities and equations, applications of trigonometry, the laws of sines and cosines, and polar and parametric equations will be examined. A graphic calculator is required.

MATH 181. Calculus for the Social and Life Sciences (3 hours)

Prerequisite: MATH 130 with a grade of C or better.

This course examines basic functions and their graphs, limits, continuity, derivatives and their applications, differentiation techniques, and the exponential and logarithmic functions. A graphing calculator is required.

MATH 220. Applied Statistical Methods (3 hours)

Prerequisite: MATH 120, mathematics proficiency assessment score, or consent of program coordinator.

An introduction to basic descriptive and inferential statistics. Topics include measures of central tendency and variability; the binomial, normal, student's t, and chi-square distributions; correlation techniques involving Pearson's r. The emphasis is on applications rather than on mathematical theory.

MATH 230. Introduction to Abstract Mathematics (3 hours)

Prerequisite: MATH 181.

Students will examine basic set theory, symbolic logic, and methods of proof, including mathematical induction. Relations, partitions, partial orders, functions, and graphs will also be considered.

MATH 310. Linear Algebra (3 hours)

Prerequisite: MATH 181 with a grade of C or better.

An Introduction to Linear Algebra. Topics will include geometric vectors in two and three dimensions and their linear transformations, the algebra of matrices, determinants, solutions of systems of equations, eigenvalues, and eigenvectors.

MATH 410. History of Mathematics (3 hours)

Prerequisites: Math 160 with a grade of C or better; Math 181 with a grade of C or better.

An exploration of mathematical development across varying cultures from antiquity through modern times. Topics include early number systems, mathematics of ancient civilizations, classical mathematics, medieval and renaissance mathematics, modern mathematics, and women in mathematics.

MUSIC (MUSC)

MUSC 150. Music Appreciation (3 hours)

This is a nontechnical course designed for those students who have had little or no musical training but who desire a keener enjoyment which clearer understanding of the art form brings to everyday life.

NUTRITION (NUTR)

NUTR 206. Nutrition (3 hours)

Prerequisites: SCIE 100 or other lab science course.

Students will study normal nutrition needs throughout the human life cycle and application of good nutrition principles for wellness and nutrition therapy. Students will also examine diet modifications that are recommended for disease states in the major organ systems and the rationale for these modifications. Alterations in normal feeding practices and evaluation of nutrition status will be analyzed.

ORGANIZATIONAL LEADERSHIP (ORGL)

ORGL 210. Foundations of Leadership (3 hours)

Students will examine, from individual, interpersonal, group, and organizational points of view, the type of leadership that is required to create and maintain high levels of performance in organizations. Students will be encouraged to assess their own leadership styles and to develop a leadership action plan.

ORGL 315. Communication for Effective Leadership (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student's major.

Students will learn the role of communication in effective leadership. Developing skills in counseling, interviewing, conducting meetings, and using presentation software will be included. The course will involve a brief study of theories and methods in the field of public relations as they apply to creating and maintaining positive interaction with internal and external constituents of the organization.

ORGL 320. Human Behavior in Organizations (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student's major.

Students will focus on the concepts that provide a foundation for the understanding of individual and group behavior in profit, nonprofit, and voluntary organizations, with special emphasis on typical interpersonal and leadership relationships.

ORGL 330. Budgeting for Nonfinancial Leaders (3 hours)

Prerequisites: LBST 175, 180 or equivalent; general education math requirement; ORGL 210 or introductory course to student's major.

Students will learn effective budgeting and fiscal methodologies used by nonfinancial leaders to support the mission and goals of the organization. Students will examine budgeting processes, explore the relationship between expense and income, and analyze financial reports to assess the financial health of the organization.

ORGL 335. Contemporary Global Issues (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student's major.

Students will examine the impact of current social, economic, political, technological, and other contemporary issues, including historical perspectives on the role of leaders in a world that is becoming increasingly complex.

ORGL 350. Values, Ethics, and Leadership Practice (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student's major.

Students will examine the role of values in ethical decision making and in determining the moral obligations of leaders and followers. The course also places an emphasis on critical analysis and the application of ethical principles to contemporary leadership decisions and actions.

ORGL 355. Leadership in Nonprofit Organizations (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or introductory course to student's major.

Students will be introduced to the roles and duties of a leader, supervisor, or governing board member of a nonprofit organization. Students will review theory and investigate specific methods of behavior of nonprofit organization leaders.

ORGL 380. Applied Research Methods (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210, 315, 320, 330, 335.

Students will study the basic methods, techniques, and procedures of applied research. Course goals include understanding the purpose of research, research design, and research methods. Applied research is the application of the scientific method to solving practical problems; research design is the plan for the application of accepted practices; and research methods provide models for suitable collection, organization and analysis

of data for decision making and to contribute to the knowledge base. Students will be introduced to both quantitative and qualitative methods employed in conducting applied research projects. An outcome of this course is the development of the research proposal.

ORGL 390. Special Topics in Organizational Leadership (1-3 hours)

Prerequisites: LBST 175, 180.

This course is an interdisciplinary study of some significant topic in the general area of leadership which is not available through other program offerings. Offered occasionally in lieu of another organization leadership course as an independent study.

ORGL 445. Dimensions of Servant Leadership (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 380.

Students will examine the servant-leader concept in relationship to the individual, the workplace, the community, and the world. Particular attention will be given to how the servant-leader affects team-oriented approaches to leadership and management in organizations.

ORGL 460. Strategic Leadership (3 hour)

Prerequisites: LBST 175, 180 or equivalent; ORGL 380.

Students will study the major concepts and approaches to leadership development and strategic planning for an organization. Students learn how senior leadership can create a strong culture within an organization, agency, or department and how to lead with vision.

ORGL 470. Organization Development and Change (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 380.

Students will study the approaches and strategies for leading organizations and managing people in a fast-paced, changing world. Students will examine the role of mission and vision, re-engineering and restructuring in relation to organizational effectiveness and individual productivity and will consider the influence of culture, diversity, ethics, and technology in the design, development, and impact on individual behavior and performance.

ORGL 475. Advanced Leadership Philosophy and Practice (3 hours)

Prerequisites: LBST 175, 180; ORGL 380.

Students will review current, leadership education, and development theories and practices; discuss fundamental social, economic, and political changes that affect the art and science of leadership; and implications of these changes for individual leadership development and continued growth.

PHILOSOPHY (PHIL)

PHIL 101. Introduction to Philosophy (3 hours)

This introductory course is designed to address such topics as epistemology (the origin and nature of knowledge), metaphysics (the nature of reality), logic (rules for clear thinking), and ethics (questions regarding right and wrong, good and evil).

PHIL 201. The Search for Meaning (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

The meaning and purpose of human life as a dominant theme in human reflection on self and the world are integral aspects of the course. Questions to be considered are: What are the sources of meaning in human life? How does the present age shape or meet the human need for meaning and purpose? The course explores these questions through readings in philosophy, theology, literature, and the social sciences.

PHIL 288. Topics in the Invention of the Americas (3 hours)

(Cross-listed as ENGL 288)

Prerequisites: LBST 175, 180 or equivalent. This hybrid course consists of comparative study of primary materials concerning the formation or “invention” of the Americas. The principles and practices employed in the study of these materials belong to the fields of inquiry of comparative literature and philosophical anthropology. To facilitate understanding a discipline in an interdisciplinary context, the online portion of the course will emphasize either a literary or philosophical approach to the materials of the course, and discussion in class will be largely interdisciplinary. Because the topic may vary with each offering of the course, students may take the course for credit more than once as long as it focuses on a different topic. It can count as either the requirement for a literature course or for a philosophy course, but not both.

PHYSICAL SCIENCE (PHYS)

PHYS 106. Earth Systems Science (3 hours)

Prerequisite: SCIE 100 or equivalent.

The goal of this course is to obtain specific understanding of Earth on a global scale by studying the geosphere, atmosphere, and hydrosphere as interacting systems. This course can serve as an introduction to ENV5 210. Laboratory fee.

POLITICAL SCIENCE (POLS)

POLS 100. Government in America (3 hours)

Students will study the structure, organization, powers, and procedures of the government of the United States.

PUBLIC SAFETY (PSFT)

PSFT 305. Crime and Difference (3 hours)

Prerequisites: LBST 175, 180 or equivalent; SOCI 111.

Students will examine the influence of diversity on criminal participation and criminal justice processing. The doctrine of criminal justice has long been infused with racial, ethnic, and gendered meanings and in many instances structured by these distinctions. The course will provide students with knowledge regarding: the concepts of difference and privilege, and social justice, as well as categories of difference including ethnicity, social class, immigration, gender, sexual orientation, age, disabilities, and religion.

PSFT 365. Introduction to Homeland Security and Emergency Management (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course will provide students a comprehensive, up-to-date overview of roles and functions of the various components of homeland security and their relationships to state and local agencies. Students will also focus on the principles and practices of emergency management at the local, state, and national levels and will explore the concepts of preparedness, mitigation, response, and recovery in response to domestic disasters.

PSFT 370. Terrorism (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

The 11 September 2001 terrorist attacks on the World Trade Center and Pentagon and the ensuing War on Terror have focused the nation's attention on homeland security. Students in this course will focus on both international and domestic terrorism issues such as anti-terrorism legislation, counterterrorism agencies, weapons of mass destruction, chemical and biological warfare, and potentials for massive destruction.

PSFT 375. The Effects of Disaster on Society (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Disasters caused by nature, such as tornadoes, hurricanes, and earthquakes, and the potential of manmade disasters and accidents have heightened the need to prepare and manage responses to catastrophes. Students will learn ways to assess homeland security vulnerabilities, as they have adverse effects on societies and the environment, as well as how to plan calculated responses based on the type and level of threat.

PSFT 380. Intelligence Gathering and Dissemination (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students in this course will gain an understanding for: the overview and analysis of intelligence systems and how they are utilized in today's public safety community to influence policy, planning, and activities. Foreign and domestic intelligence gathering and analysis will be covered, with emphasis on how intelligence can be used to protect against threats to personal and public safety. The course will also cover appropriate means of disseminating critical intelligence information.

PSFT 390. Special Topics in Public Safety (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study a significant topic in public safety which is not available through other program offerings.

PSFT 395. Independent Study in Public Safety (3 hours)

Prerequisites: consent of advisor; LBST 175, 180 or equivalent.

Students will study an area or subject not normally found in established courses. Students may also explore in greater detail a topic raised in established public safety courses.

PSFT 435. Ethics and Public Safety (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the history and current trends of ethical issues in the fields of public safety, the role of the leader in establishing an ethical climate, the use of ethical decision making models for solving ethical dilemmas, and dealing with unethical conduct. In addition, students will explore the problems associated with the abuse of authority.

PSFT 470. Field Experience (3-6 hours)

Prerequisites: LBST 175, 180 or equivalent; junior status, advance request and approval of both program coordinator and advisor.

Public Safety Field Experience is designed to provide the student with an opportunity to apply academic training in practical public safety settings. Field experience will be jointly supervised by college staff and officials of the participating agency. Public safety field

experience is open only to public safety majors. Note: grade of satisfactory or unsatisfactory. Special fee.

PSFT 471. Field Experience (3-6 hours)

Prerequisites: LBST 175, 180 or equivalent; PSFT 470.

This course is designed to provide students with opportunities to continue using the skills and knowledge developed in PSFT 470. See the PSFT 470 course description for requirements.

PSFT 498. Senior Seminar (3 hours)

Prerequisites: CRJS 260 or PSFT 365; LBST 175, 180 or equivalent. Limited to Public Safety Leadership majors in their final year of their program.

Students in the public safety leadership degree will take this course as the culminating experience for students in the major. Varying public safety topics will be addressed with an emphasis on articulating, analyzing, and interpreting the ways we make decisions in our everyday interactions with others. Students will prepare written reports on a variety of topics covered throughout their undergraduate curriculum and students will then defend their position on the topic through an oral defense.

PSYCHOLOGY (PSYC)

PSYC 111. Introduction to Psychology (3 hours)

Students will explore the discipline of psychology, including the important theories, methods, and data. Emphasis will be placed on physiology, perception, learning, emotion, motivation, personality, measurement, development, and social behavior.

PSYC 227. Lifespan Development (3 hours)

Prerequisite: PSYC 111.

Students will study cognitive, emotional, physical and social growth and maturation during the human lifespan from conception through death. Students will also examine principles of development as well as traditional and contemporary theorists and theories.

PSYC 333. Social Psychology (3 hours)

(Cross-listed as SOCI 333.)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Social interaction and pathology, personality and differential psychology, and social attitudes, prejudices, propaganda, culture, and social institutions are included in this course.

PSYC 345. Forensic Behavior (3 hours)

(Cross-listed as CRJS 345)

Prerequisites: LBST 175, 180 or equivalent; PSYC 360.

Students will examine the aspects of human behavior directly related to the legal process and testimony, jury decision making, and criminal behavior. The professional practice of psychology within or in consultation with a legal system will be examined. Profiling, insanity and competency, risk assessment, discrimination, and interrogation and confessions will be emphasized.

PSYC 360. Psychopathology (3 hours)

Prerequisite: LBST 175, 180 or equivalent; PSYC 111.

Students will examine the major categories of behavior pathology. The course will focus on the principles of etiology, as well as therapy for different diagnoses. Particular emphasis is placed on the Diagnostic and Statistical Manual of Mental Disorders (latest edition).

PSYC 371. Psychology of Women (3 hours)

Prerequisite: LBST 175, 180 or equivalent; PSYC 111.

Students will explore the issues of female gender from the point of view of psychological, biological, and sociological theorists. The nature of the archetypical representation of the feminine as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes that have created past conflicts.

PSYC 373. Psychology of Men (3 hours)

Prerequisite: LBST 175, 180 or equivalent; PSYC 111.

Students will explore the issues of male gender from the point of view of psychological biological, and sociological theorists. The nature of the archetypical representation of the male as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes that have created past conflicts.

PSYC 388. Human Sexuality (3 hours)

Prerequisite: LBST 175, 180 or equivalent; PSYC 111.

Human Sexuality provides information on the biological, psychological, and sociological aspects of human sexuality. Discussion will include the biological male and female, human sexual response, contraception, choices of sexual conduct and behavior, and other related topics.

RELIGION (RELG)

RELG 110. Introduction to Religion (3 hours)

A general introduction to the nature and function of the religious dimension of life in personal, social, and cultural contexts. The course addresses the origins and varieties of religious expression, the methods used in the study of religion, and the religious questions that grow out of the human experience. Particular emphasis is placed on issues of pertinence for persons involved in educational, social service, and business professions, e.g., perspectives toward religious diversity, constitutional and legal aspects of religion, and religion and science.

RELG 220. Survey of World Religions (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A comparative, systematic survey of the major religious traditions of the world. Attention is given to the nature of religion and to the historical and cultural contexts that lead to religious diversity.

RELG 225. Religion in the United States (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A study of the specific features of the religion of colonial America and their influence on contemporary religious expression. In addition to this historical emphasis, attention will be given to the ever-changing pattern of new religious movements within American society.

SCIENCE (SCIE)

SCIE 100. Methods of Scientific Investigation (3 hours)

Prerequisite: MATH 120 or equivalent.

A comprehensive, introductory course that focuses on explorations in biology and physical science as the means to understanding and applying the scientific method. The

emphasis is on hands-on laboratory activities, which build on techniques of observation and quantitative methods. Students learn to prepare formal reports modeled on scientific journal articles. Integrated lecture/laboratory course. Laboratory fee.

SCIE 215. Life Systems (3 hours)

Prerequisites: SCIE 100 or equivalent.

This course takes a contextual approach to investigating facts, concepts, and theories associated with biological science, addressing subject matter of importance to education majors, and others seeking to understand life processes. Scenarios under study include the bodily processes of a basketball player in the midst of his or her game. Starting at the organismal, population or even the community level, course material develops through systematic question posing, eventually arriving at underlying cellular, sub-cellular (or even chemical) events and functions. An integrated lecture and laboratory course. Laboratory fee.

SCIE 220. Physical Systems (3 hours)

Prerequisites: SCIE 100 or equivalent.

Physical phenomena are studied through in-depth laboratory-based explorations of everyday occurrences and objects. Topics may include earthquakes and other natural hazards, bicycle racing, transistor radios, or ceramics. This course is suitable for education majors, as well as for others with an interest in understanding how things work on a physical level. Integrated lecture/laboratory course. Laboratory fee.

SCIE 230. Introduction to Bioinformatics (3 hours)

Prerequisites: INFM 110; SCIE 100.

Students will be introduced to contemporary concepts in molecular biology and evolution and employ the computational algorithms used in biological database searches, protein and DNA sequence analyses, and predictions of protein function. Specific methods, tools and technologies examined in the course will include, but are not limited to: detection of homology with BLAST, prediction of transmembrane segments, multiple alignments of sequences, prediction of protein domains, and prediction of protein localization. Integrated lecture / laboratory. Laboratory fee.

SCIE 350. Applied Forensic Criminalistics (3 hours)

Prerequisites: SCIE 100 or higher.

Students will examine the application of natural science in the criminal justice system. The course will concentrate on scientific knowledge and laboratory applications of forensic Criminalistics including physical evidence; organic and inorganic analysis; hairs, fibers and paint; forensic toxicology, arson and explosives; serology and DNA; fingerprints, firearms and other impressions; document and voice examination. This course must be taken concurrently with CRJS 350 Theoretical Forensic Criminalistics. Laboratory fee.

SCIE 390. Special Topics in Science (3 hours)

Prerequisites: SCIE 215 or SCIE 220; one other lab science course.

This course will focus on current issues in the life, environmental, physical, or earth sciences which are not available through other program offerings. Students will study issues through design and execution of scientific studies, and/or in analysis of policies related to scientific issues. Because topics may vary with each offering of this course, students may take the course for credit more than once as long as it focuses on different issues. Laboratory fee.

SOCIOLOGY (SOCI)

SOCI 111. Introduction to Sociology (3 hours)

Introduction to sociology is a survey of the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on the study of primary forms of human association and interaction, as well as the social structures and processes that affect the individual.

SOCI 200. Social Problems (3 hours)

Prerequisite: SOCI 111.

Students will examine the principal causes, consequences, and solutions of major societal problems from a sociological perspective. The emphasis on specific social problems may vary, but attention will be given to such contemporary issues as discrimination, poverty, violence, population trends, technology, social class inequities, issues of justice, and change.

SOCI 255. The Family (3 hours)

Prerequisite: SOCI 111.

Students will study family structures and functions. Topics include the changing role of the family in history, the economic, biological, and psychological aspects of the contemporary American family, and the family organization, and re-organization.

SOCI 333. Social Psychology (3 hours)

(Cross-listed as PSYC 333.)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Social interaction and pathology, personality and differential psychology, and social attitudes, prejudices, propaganda, culture, and social institutions are included in this course.

The Georgia Baptist College of Nursing

The catalog for the Georgia Baptist College of Nursing is a separate publication. However, specific policies and procedures contained within the Cecil B. Day catalog will apply to the Georgia Baptist College of Nursing programs on the Atlanta Campus.

Graduate Studies

Mercer University is committed to providing graduate degree programs, as well as undergraduate and professional education. Mercer offers programs leading to the following graduate degrees which are outlined in this catalog:

Stetson School of Business and Economics

- Master of Business Administration
- Executive Master of Business Administration
- Master of Accountancy

Tift College of Education

- Master of Arts in Teaching
- Master of Education
- Specialist in Education
- Doctor of Philosophy in Educational Leadership
- Doctor of Philosophy in Curriculum and Instruction

College of Continuing and Professional Studies

- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Master of Science in Clinical Mental Health Counseling/
Master of Divinity in Pastoral Care and Counseling
- Master of Science in Organizational Leadership
- Master of Science in Organizational Leadership/Master of Divinity in Leadership
for the Nonprofit Organization
- Master of Science in Public Safety Leadership
- Educational Specialist in School Counseling
- Doctor of Philosophy in Counselor Education and Supervision

McAfee School of Theology

- Master of Arts in Christian Ministry
- Master of Divinity
- Doctor of Ministry

Admission to Graduate Study

All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school which sponsors the desired degree program. Certain basic qualifications must be met for admission to graduate programs. All programs require that students hold a bachelor's degree from an accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

International students must provide a complete record of all previous schooling. This must include a record of secondary schooling that shows the dates attended, grades achieved or examinations passed, and the student's rank in class, if available. Official transcripts must be accompanied by a certified English translation. Three reference letters, preferably from instructors in the undergraduate or graduate school(s) attended, are required, along with a personal vita which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted.

Proficiency in English must be established in one of the following ways:

1. Qualified students who present a score of 550 or above on the TOEFL will be admitted to the University. For students who desire additional language study after being admitted to the University, English Language Institute (ELI) short courses are available in specific skill areas.
2. Qualified students who present a TOEFL score below 550 or have no TOEFL score may be admitted conditionally, contingent upon their successful completion of the Mercer University English Language Institute (MUELI). With the permission of the student's academic advisor, an ELI student may register for up to 6 credit hours while completing the upper levels of MUELI.

Residency Requirements

To receive a graduate degree from Mercer, students must complete a minimum of 75 percent of the credit hours required for conferral of the degree in residence at Mercer.

Transfer and Transient Credit

Students may receive limited credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit varies by program, but in no instance may it exceed 25 percent of the credit hours required for the graduate degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) the courses were taken at a graduate degree granting institution accredited by a regional accrediting body; (2) the courses were graduate level courses, applicable to a graduate degree; (3) the courses were taken in residence and not by correspondence; (4) grades of at least B were received in the courses; (5) the courses may not have been completed more than five years prior to enrolling in graduate studies at Mercer; and (6) the courses have not been applied for credit to a degree previously earned.

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

Graduate Course Load

Graduate students in the Tift College of Education, the Stetson School of Business and Economics, the College of Continuing and Professional Studies, and the McAfee School of Theology will be considered "full-time" for purposes of eligibility for financial aid, veterans' benefits, etc., if they are enrolled for 9 credit hours in a semester.

Graduate Level Courses

Stetson School of Business and Economics

500-599: First level graduate courses

600-699: Graduate courses designed for graduate students only

Courses are generally 3 credit hours each.

Tift College of Education

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

College of Continuing and Professional Studies

- 600-999: Master of Science and doctoral level classes

McAfee School of Theology

- 500-901: Master of Divinity/Doctor of Ministry classes

Academic Standards

To maintain good standing in progress toward a degree, a graduate student must achieve a cumulative grade point average of at least 3.0 (B) on all courses taken for degree purposes. No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree.

Application for Degree

A student who expects to qualify for a degree must apply for the degree on-line at <http://survey.mercer.edu> by the date specified in the University's calendar.

Thesis and Dissertation Requirements

Some master's degree programs and the Doctor of Ministry degree require, or provide an option, that each degree candidate write a thesis as part of the degree program. A dissertation is required of all candidates for the Doctor of Philosophy degree. Students who are writing a thesis or dissertation should obtain, from their graduate directors, a copy of the regulations for preparing and submitting a thesis or dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the school, a thesis or dissertation should be submitted to the Office of the Provost, accompanied by a receipt indicating payment of all applicable graduation and thesis/ dissertation fees.

Behavioral Integrity

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms require a respect for the rights of all in the community. Disruption of the educational process, academic dishonesty, destruction of property, and interference with the orderly process of the University or with the rights of members of the University will not be tolerated. Violations of these rights will be addressed through procedures established by the dean of each graduate program or, in the case of academic dishonesty, by the procedures of the Graduate Honor System.

Graduate Honor System

Academic integrity is maintained through an honor system. The graduate honor system was established by the University Graduate Council. It draws upon the traditions of integrity and academic freedom - a freedom within the academic community which is based on a trust between students and faculty. The honor system imposes upon each student the responsibility for his or her own honest behavior and assumes that each student will report any violations of the honor code.

The graduate honor system is governed by policies established by the University Graduate Council. An honor committee composed of five members of the graduate faculty is responsible for decisions regarding alleged violations. The committee's decisions are binding on the student involved, but may be appealed to the Provost.

The Eugene W. Stetson School of Business and Economics

Graduate Faculty

D. Scott Davis, *Dean/Professor*

Gina L. Miller, Ph.D., *Associate Dean/Professor*

Allen K. Lynch, Ph.D., *Associate Dean/Associate Professor*

Walter W. Austin, Jordan M. Blanke, Linda L. Brennan, William R. McNay, Arthur L. Rutledge, Faye A. Sisk, Lloyd J. F. Southern, Vijaya Subrahmanyam, Roger C. Tutterow, Charles H. Andrews (Emeritus), G. Russell Barber, Jr. (Emeritus), William Carl Joiner (Emeritus), M. B. Neace (Emeritus), and Austin C. Schlenker (Emeritus),
Professors

Sean S. Chen, M. Catherine Cleaveland, Tammy N. Crutchfield, James L. Hunt, Nancy R. Jay, Steven J. Simon, and J. Michael Weber, *Associate Professors*

Kimberly A. Freeman, Kathy D. Mack, Catherine "Anitha" Manohar, Steven R. McClung, Etienne Musonera, Julie A. Petherbridge, Lin Zheng, and William V. Luckie (Emeritus),
Assistant Professors

C. Gerry Mills, Stephanie B. Morris, and J. Allen Rubenfield, *Lecturers*

Graduate Programs

The Eugene W. Stetson School of Business and Economics (SSBE) offers the Master of Business Administration through three programs: Master of Business Administration (MBA), Executive MBA (EMBA), and the Professional MBA (PMBA). The MBA program is offered in Atlanta and Macon. The EMBA is offered on the Atlanta campus and the PMBA program at various metro Atlanta locations and through a virtual format concurrently in Atlanta, Macon, and Savannah. The Master of Accountancy (MAcc) degree and the joint MBA/MAcc degree are offered at the Atlanta campus.

These graduate programs are pragmatic in focus with extensive use of applied experience in instruction. This approach encompasses a mixture of lecture, case analysis and seminar. Each method is used to accomplish the objectives of a specific class and to foster students' ability to apply business theory in a dynamic, competitive environment. Emphasis is given across the curriculum to ethical and socially responsible patterns of business activity and to the integration of specific functional areas into a coherent scheme for decision making and behavior.

Cross-registration among the degree programs is generally not permitted. Individuals with a bachelor's degree from an accredited institution who have seven years of managerial level work experience may apply to the EMBA program. EMBA applicants are required to have some managerial/supervisory experience in their work history. Admission will be determined by the Eugene W. Stetson School of Business and Economics Admissions Committee.

For information on these graduate programs persons may write or call the Stetson School of Business and Economics, Mercer University, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341, (678) 547-6417.

Accreditation

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

Beta Gamma Sigma

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

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

Graduate Program Policies and Procedures

1. Eligibility for Admission:

Applicants seeking graduate admission must have a bachelor's degree with an acceptable level of scholarship from a regionally accredited institution of higher learning. The degree may be in any discipline. Graduates of foreign schools of higher learning must be able to document that their degree is the equivalent of a bachelor's degree awarded by an accredited United States college or university. Foreign educational credentials must be evaluated by an independent evaluation service at the applicant's expense. Applicants to the EMBA program are also required to have at least seven years of managerial level work experience and to the PMBA program at least four years of managerial level work experience in order to be considered for admission. Students who have been dismissed from any SSBE degree program are not eligible to apply for another SSBE degree program.

2. Application:

To be considered for admission, MBA, EMBA, PMBA and MAcc applicants must submit a completed application form accompanied by a \$50 non-refundable fee (\$100 for international applicants.). Applications for the MBA program may be obtained from the Stetson School of Business and Economics in either Atlanta or Macon. EMBA, PMBA and MAcc program applications are available through the Atlanta Stetson School of Business, or on the website: business.mercer.edu.

3. Transcripts:

All applicants must submit two official transcripts from each collegiate institution previously attended to the Stetson School of Business in Atlanta. All applicants should submit transcripts to the Stetson School of Business and Economics, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341.

4. Admission Standards:

A. General Standards for Admissions

All applicants must take the Graduate Management Admission Test (GMAT) or GRE. The GMAT and GRE are administered by the Educational Testing Service, Princeton, New Jersey. A GMAT information catalog can be obtained by contacting the Stetson School of Business and Economics, or at www.gmat.org. Score reports should be forwarded to Mercer/Atlanta, Institutional Code #5025. GMAT/GRE scores cannot be more than five years old. Special conditions apply to international applicants. See 6 below.

The admission decision is based upon an assessment of the applicant's ability for successful graduate study. This assessment will be based upon aptitude, measured by the GMAT (or conversion of a GRE score to a GMAT score), previous academic record, a résumé for MBA and MAcc applicants, and in some instances, successful managerial experience. The GMAT may be waived with an appropriate graduate degree from a regionally accredited U.S. institution of higher education or a regionally accredited foreign institution of higher education.

The GMAT is not required for the EMBA and PMBA programs. However, an applicant may be asked to submit a GMAT score to demonstrate aptitude if his/her undergraduate academic record is unsatisfactory.

In addition to an application and transcripts, applicants to the EMBA or PMBA program must also submit two letters of recommendation (preferably from current or previous employers), a résumé documenting their work experience, and a written essay on a topic provided in the admissions materials. Additionally, EMBA/PMBA applicants must complete an admission interview and a quantitative test.

B. Guaranteed Admission to the MBA Programs

Guaranteed Admission Plus Degree (GAPD) Program for the Flexible Master of Business Administration (MBA) or One-Year Day Master of Business Administration (MBA) or the Master of Accountancy (MAcc) or the Joint MBA/MAcc.

1. Guaranteed Admission Plus Degree (GAPD) Program for BBAs may be granted to students completing a Bachelor of Business Administration (BBA) degree at Mercer University within two years of the completion of the BBA degree. To be considered for guaranteed admission, a student must meet the following the conditions outlined below:
 - a. All BBA degree requirements have been met and a minimum of 30 semester hours of undergraduate coursework must be completed at SSBE and 32 semester hours at Mercer.
 - b. An overall grade point average of 3.0 (including transferred hours), overall grade point average of 3.0 at Mercer, a 3.0 grade point average in all business core curriculum courses, and a 3.0 grade point average in all business core curriculum courses at Mercer must be maintained.
 - c. Earned a minimum grade of C in all business course work at Mercer.
2. Guaranteed Admission Plus Degree (GAPD) Program for Non-BBAs (Macon Only) may be granted to Macon students completing a non-business undergraduate degree at Mercer University, within two years of degree completion.

To be considered for guaranteed admission, a non-business Macon student must meet the following the conditions outlined below:

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

5. Enrollment Deposit:

EMBA and PMBA applicants who are accepted to the program and intend to enroll should submit a non-refundable \$500 deposit, for the Atlanta EMBA program or the virtual PMBA program.

6. International Applicants:

A qualified applicant whose native language is not English will need an official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)] or 6.5 IELTS to be eligible for admission. Students successfully completing Mercer's English Language Institute's Level Six, Mercer's English Language Institute's Graduate Business Preparatory program, or completion of English Composition I and II from a US based school will be exempt from the TOEFL/IELTS requirement. Additionally, international applicants must meet the admissions requirements stated previously.

Upon acceptance into a degree program, additional testing may be performed by the English Language Institute of Mercer University for accepted international applicants whose primary language is not English. Those whose test results indicate a lack of proficiency in English will be required to enroll in and satisfactorily complete English courses deemed appropriate by the International Student Advisor and the Stetson School of Business and Economics. Any English courses needed as a result of this testing become a formal part of the international student's degree requirements and must be given first priority in registering for courses.

Each applicant must present official credentials attesting to academic achievement as to level and performance. Such documents will vary from country to country, but should be original documents with authoritative signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly notarized or "attested to" copy. The notarization should be done by a government official or proper representative of the American Embassy in the country.

International applicants who completed all or part of their education abroad are required to have their foreign credentials evaluated by an independent evaluation service. Information and forms are available on request from the Stetson Office of Admissions. When the documents are in a language other than English, they must be accompanied by translations. These translations must be the original form and contain acceptable notarization as described above for a copy of the original documents. Translations should be made by the American Embassy, the

home country Embassy, or an appropriate government official. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) and the Institute of International Education (IIE) will be acceptable.

Because additional processing time is required, international students should submit the application and all supporting documents at least 60 days prior to the start of the desired semester of entrance.

Each international applicant must present financial documentation showing ability to finance the student's education and living expenses for one year. Financial documents must be dated no more than one year prior to date of enrollment. Neither graduate assistantships nor financial aid is available to international students.

7. Transient Status:

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the other institution. The authorization must be accompanied by a completed application for admission and the appropriate application fee. Transcripts and admission test scores are waived.

8. Transfer and Transient Credit:

The MAcc program does not accept graduate level transfer or transient credits. In the MBA program, students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed six (6) semester hours. Credit for graduate transfer or transient courses completed at another institution may be awarded under the following conditions: (1) the courses were taken at a graduate-degree-granting institution accredited by a regional accrediting body and by AACSB-International; (2) the courses were graduate-degree courses; (3) the courses were taken in residence and not by correspondence; (4) grades of at least B were received in the courses; (5) the courses were completed within the five years prior to enrolling in graduate studies at Mercer; (6) other restrictions as set by the graduate faculty. Courses taken for another degree previously earned may not be applied toward the MBA or MAcc degrees.

If acceptable transfer and/or transient course credits are approved for the MBA, all but two of the graduate-level courses (of the total required for the master's degree) must be completed in residence in the graduate program at Mercer University.

A written request for consideration of transfer credit should be submitted to the program director by the student within six months of initial enrollment. The request must indicate the specific course(s) for which transfer credit is sought and must include a copy of the other institution's catalog, a course outline and an official transcript.

Students who wish to earn transient credit from another AACSB business school must have prior approval from the appropriate program director for such credit to be accepted as a part of the degree program. Transient credit may not be used to meet the residency requirement necessary for graduation, except under unusual circumstances which must be approved by the program director.

9. Readmission:

A student who withdraws from the school while on academic warning or probation, or who has not completed a course in one calendar year and who wishes to

reenter, must request readmission in writing to the program director. Requirements for continued enrollment and limits to the number of courses a student may take may be established. Furthermore, if it has been one calendar year or more since a course has been completed, the student must reenter under the catalog governing the academic year in which s/he reenters. Appeals of decisions regarding readmission must be made in writing to the appropriate dean of the Stetson School of Business and Economics. Any student who is on academic exclusion may not be readmitted.

10. Exceptions and Appeals:

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

11. Degree Requirements:

To qualify for the MBA degree, the student must successfully complete at least 39 semester hours of course work (not including foundation courses), as specified under the MBA Program of Study section. Students in the EMBA and PMBA programs of study must complete 48 semester hours as specified under the Program of Study section. To qualify for the MAcc degree, the student must successfully complete at least 30 semester hours of graduate level course work (not including foundation courses), in residence, as specified under the MAcc Program of Study section. On all courses taken in residence and considered for graduation, and also specifically on the elective courses in the Personal Portfolio of Study (MBA) or MAcc electives (MAcc), the student must achieve a cumulative GPA of at least 3.0. No course with a grade of less than C, and no more than six semester hours with grades of C or C+ are permitted in the graduate coursework and will count toward graduation requirements. No more than six semester hours with a grade of less than B may be repeated for credit in the graduate programs. Courses taken for another degree previously earned may not be applied toward any graduate degree. The time limit for completion of all course work for graduate degrees is seven (7) years.

12. Residency Requirements:

To qualify for the MBA degree, the students in the MBA program must complete at least 33 semester hours of graduate level course work (not including foundation courses) in residence. Students in the Executive MBA and Professional MBA Programs must complete 48 hours of course work in residence. Students in the MAcc program must complete at least 30 hours of graduate level (not including foundation courses) course work in residence.

13. Participation in Commencement Ceremonies:

Students who have met all degree requirements may participate in the Commencement ceremony. Other graduate students may participate if they are within six (6) hours or less of completing all degree requirements, including the minimum number of semester hours required, and if they meet the minimum graduation requirements for cumulative grade-point averages.

14. Graduate Academic Deficiency:

Unsatisfactory Academic Progress: Any student whose semester or cumula-

tive grade-point average is below 3.0 is making unsatisfactory academic progress and the student's progress will be monitored. The statuses described below designate a single period of one or more consecutive semesters in which a student is making unsatisfactory academic progress. This period begins the semester following the semester in which the semester or cumulative grade-point average is below 3.0 and ends the semester in which the cumulative and semester grade-point average are at least 3.0.

Academic Warning: A student is placed on academic warning the first semester that his/her semester or cumulative grade-point average is below 3.0.

Academic Probation: A student is placed on academic probation the second and subsequent consecutive semesters in which s/he is enrolled and the semester or cumulative grade-point average is below 3.0. To improve the academic standing of a student who is making unsatisfactory academic progress, his/her advisor may specify conditions with which a student must comply to be able to register, such as the courses to be taken, the course load, the attainment of a specific semester grade-point average, and/or counseling.

Academic Suspension: After the second and subsequent semesters on Academic Probation, a student may be placed on Academic Suspension. That is, the student will not be permitted to register for classes for one or more semesters. A student who is suspended may request the director of his or her program, in writing, to review the decision.

Academic Exclusion: In the most serious cases of unsatisfactory academic progress a student may be permanently excluded from the program.

Readmission: The student who wishes to be considered for readmission following suspension must make application in writing to the program director. The application must be made at least 45 days prior to the close of registration for the semester in which the student wishes to enroll. The director may consult with faculty before making a decision. If the student is allowed to reenter, the director may establish conditions for the student's readmission, as well as course requirements. A negative decision by the director may be appealed in writing to the dean, or to the dean's designated representative. The decision of the dean, or the dean's representative, is final.

15. Academic Regulations:

It is the responsibility of each graduate student to become familiar with the above policies, other relevant catalog information, the university calendar, and the specific regulations of his/her degree program.

Master of Business Administration Program

The Master of Business Administration (MBA) degree is a professional degree for qualified students interested in the management of human, material, and financial resources in business, government, and non-profit organizations. The program is tailored to meet the needs of individuals already employed as managers, as well as persons preparing for advancement into middle management or administrative levels. To implement this mission, the MBA program is constructed around the following tasks and objectives:

- Examine the relationship between business and society in order to heighten each student's awareness of social dilemmas and value conflicts which affect an organization's performance;

- Develop a greater understanding of human behavior in organizations, and develop the attitudes and skills necessary to achieve effective working relationships;
- Develop analytical techniques and multi-disciplinary approaches useful in making and implementing decisions;
- Develop a strategic vision necessary to cope with complex managerial problems in a global environment.

Flexible MBA Program of Study

Foundation Courses (May be waived with appropriate prior college coursework.) (9 hours)

BAA 505.	Micro and Macro Economics
BAA 510.	Accounting and Finance
BAA 515.	Management and Marketing

The following restrictions apply to MBA foundation courses and enrollment in 600 level MBA courses:

1. Once matriculation to Mercer has occurred, any outstanding foundation course work must be completed in residence through Mercer's Stetson School of Business and Economics. For example, a student who needs the micro and/or macro economics prerequisite(s) should take BAA 505.
2. Any attempts to CLEP a foundation course or courses must be successfully completed as an undergraduate and prior to matriculation in any Mercer graduate program. Once enrollment has occurred in a graduate level program, CLEPs for foundation courses will not be accepted. Additionally, CLEP credit for foundation courses will not be accepted/awarded if a student has already taken or attempted the equivalent college-level course. CLEPs are not accepted for any MBA courses other than foundation courses as specified above.
3. All components of a prerequisite foundation course must be successfully completed prior to enrolling in the core course requiring that prerequisite. For example, both micro and macro economics must be completed prior to enrollment in BAA 601: Managerial Economics.

Core Program (24 Hours)

BAA 601.	Managerial Economics
BAA 603.	Managerial Accounting
BAA 604.	Issues in Business Law and Corporate Responsibility
BAA 605.	Marketing Concepts and Practices
BAA 607.	Management Information Systems
BAA 609.	Corporation Finance
BAA 611.	Operations Management Science
BAA 613.	Ethical Leadership

The program director or dean may approve waiver of an MBA core program course. The student will be permitted to substitute an appropriate elective course.

Personal Portfolio of Study (PPS) (12 Hours)

Each student in the program is encouraged to work closely with an advisor to develop a personal portfolio of study (PPS) that is relevant to career or personal goals. The PPS will consist of four 600 level elective courses from the following areas: Accounting/Taxation, Finance, Health Care Management, International Business,

Management, Management Information Systems, Marketing, and Technology Management. The four electives may be taken from one or more of these areas. One must be an international elective. No more than three courses with the ACC prefix may be taken in the MBA program.

Ordinarily, elective courses are offered on the Atlanta campus each semester in four or more of the fields listed above.

Concluding Case Study Seminar - BAA 699 (3 Hours)

Each candidate is required to take BAA 699: MBA Capstone. The MBA Capstone is the culmination course for the MBA program. The course provides students with the opportunity to correlate, integrate and apply the concepts and principles that have been learned in the core and elective courses of the MBA program. Prerequisite: Restricted to candidates who have completed the core program. The course is normally taken as the final course in the MBA program and must be taken in residence at Mercer.

BBA/MBA Degree Program

Qualifying students who enter the Stetson School of Business and Economics may earn both the Bachelor of Business Administration degree (BBA) and the Master of Business Administration degree (MBA) via the accelerated combined BBA/MBA degree program. Upon successful completion of the program, the BBA and MBA degrees are concurrently awarded. The combined plan requires a total of 150 specified semester hours, 111 semester hours of undergraduate study and 39 semester hours of graduate study. Admission criteria, degree requirements, and academic policies are as specified in the "Combined BBA/MBA Degree" portion of the undergraduate section of the Stetson School of Business and Economics Mercer University Cecil B. Day Catalog. This program is available only on the Atlanta campus.

One-Year Day MBA Program of Study

The one-year day MBA is designed to be an accelerated path to the MBA that allows completion of the degree in one year or less. It is a cohort program that begins in the summer semester and ends the following spring semester. Students are expected to register for all classes listed below each semester. Course requirements differ slightly from the flexible/evening MBA; however, admission requirements are the same.

SUMMER SEMESTER	(12 hours)
Summer Semester II	(9 hours) ***
BAA 505 Micro & Macro Economics***	(3 hours)
BAA 510 Finance & Accounting***	(3 hours)
BAA 515 Management & Marketing***	(3 hours)
Core Courses	(3 hours)
BAA 614 Business Communication	(1.5 hours)
BAA 615 Team Dynamics	(1.5 hours)

FALL SEMESTER	(18 hours)
Fall Semester I	(9 hours)
BAA 601 Managerial Economics	(3 hours)
BAA 603 Managerial Accounting	(3 hours)
BAA 605 Marketing	(3 hours)
Fall Semester II	(9 hours)
BAA 609 Corporate Finance	(3 hours)
BAA 607 MIS	(3 hours)
BAA 613 Ethical Leadership	(3 hours)
SPRING SEMESTER	(18 hours)
Spring Semester I	(9 hours)
BAA 611 Operations Management	(3 hours)
BAA 604 Corporate Law, Sustainability & Corporate Responsibility	(3 hours)
Internship or Elective	(3 hours)
Spring Semester II	(9 hours)
Elective	(3 hours)
BAA 699 Strategy/Capstone	(3 hours)
International Course (chosen from existing MBA international courses)	(3 hours)
TOTAL	48 Semester Hours

*** If needed. As with the Flexible MBA, students may waive out of these foundation courses with the satisfactory completion of equivalent undergraduate courses prior to matriculation into the One Year MBA.

Stetson School of Business and Economics and College of Pharmacy and Health Sciences

Joint Master of Business Administration and Doctor of Pharmacy

Program Description

For qualified students at the College of Pharmacy and Health Sciences, Mercer University provides an opportunity to pursue a Master of Business Administration degree, through the flexible MBA program of study, concurrently with a pharmacy degree. The MBA degree is earned through the Stetson School of Business and Economics (SSBE).

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program also apply to the Pharm.D./ MBA program. The objectives of the MBA program are published in the Cecil B. Day Graduate and Professional Campus catalog.

Pharm.D. /MBA Program

The Master of Business Administration (MBA) degree is a professional degree for qualified students interested in the management of human, material, and/or financial resources in business, government, or non-profit institutions. The degree is designed to complement the Doctor of Pharmacy degree in a manner that will broaden the occupational and professional opportunities of the prospective graduate in community, industry, or institutional practice. The program has been carefully designed to permit concurrent pursuit of both the pharmacy and the MBA curriculum.

Applicants make formal application to the MBA program in the second semester of the second professional year at the College of Pharmacy and Health Sciences. The Graduate Management Admissions Test (GMAT) must be taken and completed with an acceptable score prior to enrollment in courses of and matriculation to the School of Business and Economics.

The following foundation courses in the MBA program are fulfilled through coursework in the College of Pharmacy and Health Sciences (COPHS).

BAA 510 is fulfilled by completing Pharmacy Management 305 (a COPHS required course taken during the first professional year).

BAA 515 is fulfilled by taking Basic Management Principles 511 (a COPHS elective), Pharmacy Management 305 (a COPHS required course), and Basic Marketing Principles 512 (a COPHS elective).

For detailed information on the program, contact the Director of the Pharm.D./MBA Program.

Stetson School of Business and Economics and the McAfee School of Theology

Joint Master of Business Administration and Master of Divinity

The joint MBA and M.Div. degrees integrate a foundation of business administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of MBA core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-nine (39) hour MBA degree. A full-time student could expect to finish the two degrees in four years of study.

Eligibility: Applicants must meet the admissions requirements for both the McAfee School of Theology and the Stetson School of Business and Economics. Applicants must submit current scores for the Graduate Management Admission Test (GMAT) and demonstrate completion of the foundation courses from the Stetson School of Business and Economics. Applicants may satisfy foundation course requirements with prior undergraduate or graduate course work as specified above, or by College Level Examination Program equivalents. The director of graduate programs of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Business Administration degree coursework.

Requirements: M.Div. students who are eligible for entrance into the MBA degree are required to take the following four MBA core courses: BAA 601 Managerial Economics, BAA 603 Financial and Managerial Accounting, BAA 605 Marketing Concepts and Practices, and BAA 609 Corporation Finance as the twelve (12) hours of MBA core

course work to be credited into their M.Div. degree. If a student has demonstrated prior completion of one or more of the MBA core courses listed above he or she may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the MBA degree from any two of the following M.Div. courses: ETH 641 Introduction to Ethics, CRE 683 Leadership, and CRE 800 Managing Change and Conflict.

MASTER OF BUSINESS ADMINISTRATION CURRICULUM

BUSINESS ADMINISTRATION FOUNDATION AND CORE (BAA)

Some courses normally are offered only on the Cecil B. Day Campus in Atlanta (Atl), and some courses normally are offered only on the Macon campus (Mac).

Foundation Courses

BAA 505. Micro and Macro Economics (3 hours)

This course is a study of economic theory applied to activities associated with the 21st century's global and domestic perspectives. The course analyzes and reveals the environments that are significant in business activities as they relate to economic decision-making at the micro and macro levels.

BAA 510. Accounting and Finance (3 hours)

This course is an introduction to business covering major accounting and finance issues. Topics covered include: analysis of financial statements including ratio and trend analysis; investment analysis; time value of money; evaluation of the quality of earning; forms of business organization and related taxation effects; and sources of capital and financing.

BAA 515. Management and Marketing (3 hours)

This course provides an accelerated survey of basic management and marketing concepts, principles and processes. The course examines: (1) the role of the manager in today's organizations with emphasis on leadership, communication, and managing human, financial and social resources and responsibilities; and (2) the development of a firm's marketing strategy and the identification of a target market and related marketing mix (price, product, promotion and place).

Core Courses

BAA 601. Managerial Economics (3 hours)

Prerequisite: BAA 505.

This course offers a survey of economic tools and analysis available to the manager for business decision making. It includes such topics as pricing, forecasting, demand analysis, and macroeconomic policy as it affects the business environment.

BAA 603. Financial & Managerial Accounting (3 hours)

Prerequisite: BAA 510.

This is a course designed to prepare managers to make effective business decisions using the organization's accounting data. This includes the foundations of financial accounting, interrelations of financial statements, other forms of financial analysis, and the functions of managerial accounting.

BAA 604. Issues in Business Law & Corporate Responsibility (3 hours)

This course will explore the legal environment and focus on the formation and operation of a variety of business organizations including the corporation, the partnership and the LLC (Limited Liability Company). It will examine the roles and obligations of organizational participants-the directors, officers, partners, and members, and examine best practices relating to corporate sustainability and social responsibility. Included are related issues such as stock trading, valuation, shareholder's rights, mergers and acquisitions, insider trading and antitrust laws. The course will also explore topics in contract law and intellectual property.

BAA 605. Marketing Concepts and Practices (3 hours)

Prerequisites: BAA 515.

The course provides an analysis of marketing's role in the firm. It addresses the activities involved in marketing products and services. Topics examined include global marketing, market analysis and segmentation, consumer behavior, product development and management, pricing, promotion and distribution.

BAA 607. Management Information Systems (3 hours)

This course provides an understanding of the concepts and fundamentals of information systems and information technologies, the challenges of designing and implementing them, and their potential impact on the organization. The course covers the strategic role of information technology; the corporate impact of information technology; building blocks of information technology (data, knowledge and information); the Internet and e-business; information systems development; and information technology infrastructure, architecture and management.

BAA 609. Corporation Finance (3 hours)

Prerequisites: BAA 510, with BAA 603 highly recommended.

The course focuses on the conceptual and practical problems associated with the financial management of non-financial firms. Topics include valuation of the firm, capital budgeting, risk, cost of capital, capital structure, dividend policy, and investment strategies. Completion of BAA 603 is strongly recommended before BAA 609.

BAA 611. Operations Management Science (3 hours)

This course focuses on the strategic and tactical issues in managing the creation and distribution of goods and services. Concepts and techniques for process and project management are covered. A broad base of topics related to operations management and management science are emphasized.

BAA 613. Ethical Leadership (3 hours)

Prerequisite: BAA 515.

This course offers a multidisciplinary approach to the issues of ethical business practice. It examines the concept of leadership as a specialized role and as a social influence process in organizations and in society at large. The course provides an in-depth study of the attributes, roles, and skills that define effective leadership behavior. Emphasis is placed on understanding the rational and emotional processes inherent in leadership within diverse political, economic and socio-cultural systems.

BAA 614. Business Communications (1.5 hours)

This course is intended to develop oral and written communication skills that are important in effective business as well as classroom communication. Students will not only review the essential elements of writing but also research and analytical methods required for graduate studies. (Day MBA Only)

BAA 615. Team Dynamics (1.5 hours)

This course explains how employees work in teams for the completion of organizational goals. Emphasis is placed on self-directed teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results through productive team dynamics. (Day MBA Only)

BAA 699. MBA Capstone (3 hours)

Prerequisite: Restricted to candidates who have completed the core program and are in good standing. May not be taken in conjunction with another course.

This is normally taken as the final course in the MBA program. The culmination course for the MBA program, it provides students with the opportunity to correlate, integrate and apply the concepts and principles learned in the core and elective courses of the MBA program.

BUSINESS ADMINISTRATION ELECTIVES (BA)

Completion or approved coverage of all Foundation courses and completion of the listed Core course(s) are prerequisites for all elective courses.

BA 625. Special Topics (3 hours)

Special Topics courses are designed to provide instruction in areas and subjects that are not offered in the program curriculum as shown in the catalog. Special Topics is a mechanism that facilitates the development of new courses, and encourages curricular experimentation and development. Maximum degree credit for Special Topics courses for any student is 6 semester hours.

BA 626. Independent Study (3 hours)

Independent Study is designed to allow an individual student to study in an area or subject that is not offered in the program curriculum as shown in the catalog. The student's proposal for Independent Study must be planned with and approved by an instructor, and must be approved by the program director. Maximum degree credit of Independent Study for any student is 3 semester hours.

BA 628. MBA Internship (1 - 3 hours)

The intern program is designed to provide the student on-site (as a minimum) 60 work hours of experience in business administration. The intern program must be substantially different from any business experience that the student has had. The intern program cannot be at a location where the student is employed, or where the student has been employed. The student must have completed at least 15 semester hours in the MBA program, have earned a grade-point average of at least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship advisor, who will be responsible for establishing the internship objectives and coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor, the intern's study and review the student's work and assign the grade. May not be taken more than once.

Accounting/Taxation

BA 630. Individual Income Tax (3 hours)

Prerequisite: BAA 603.

This is an introduction to the basic skills and concepts needed for individual income taxation. It provides a foundation of tax knowledge which can be expanded into special areas. (Atl)

BA 635. Corporate, Partnership, and Estate Taxation (3 hours)

Prerequisites: BAA 603.

This course examines the income taxation of corporations and partnerships including operating, formation, and distributions. Gift and estate taxation issues are also addressed.

BA 637. Governmental and Not-For-Profit Accounting (3 hours)

Prerequisite: BAA 510 (or approved undergraduate equivalent) and consent of instructor.

This is a study of the principles of fund accounting for and financial reporting by not-for-profit and government entities. It also addresses Comprehensive Annual Financial Report (CAFR) analysis and current topics in the content area.

BA 655. Advanced Auditing (3 hours)

Prerequisite: ACC 431.

This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined.

BA 657. Advanced Accounting (3 hours)

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

This is a study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and not-for-profit organizations. It implements a case approach. Credit will not be awarded if credit for ACC 436 or equivalent has already been awarded.

Economics

BA 668. Macroeconomics (3 hours)

Prerequisite: BAA 601.

This is a study of aggregate economic activity. It analyzes unemployment, inflation, and growth, integrating monetary and fiscal theory with models of wage and price flexibility. Emphasis is placed upon analytical methods that enable managers to understand and predict the effect of overall economic fluctuations on their firm. (Mac)

BA 678. International Economics (3 hours)

Prerequisite: BAA 601.

This is an introduction to foreign-trade theory and commercial policies. Topics include the theory of international trade, commercial policies, balance of payments and domestic stability, offer curves and the terms of trade, and international trade strategy.

BA 698. China's Economy and Business Environment (3 hours)

Prerequisite: BAA 601.

An introduction to the organization and development of China's economic transition from planning to markets, and the opportunities and challenges for international business and the U.S. economy.

Finance

BA 641. Financial Reporting (3 hours)

Prerequisite: BAA 609.

This is a critical analysis of reporting practices and complexities encountered by corpo-

rations within the framework of generally accepted accounting principles. It places emphasis upon management's responsibility to communicate financial information in a significant manner to individuals and groups. (Mac)

BA 670. Seminar in Financial Management and Policy (3 hours)

Prerequisite: BAA 609.

This course applies advanced topics in Financial Management to real-world case studies. The course emphasizes decision making; prior elective course work in Finance is strongly recommended.

BA 671. Corporate Restructuring via Mergers and Acquisitions (3 hours)

Prerequisite: BAA 609.

This course offers an intermediate-to-advanced treatment of the topic of corporate control, a topic of growing importance that has become popular in corporate America. Some of the broad topics to be covered in this course include: theory of the firm and corporate activity, economic rationale for the existence of the firm and for the major types of mergers, theories of mergers and tender offers, empirical tests of some of the more important theories, sell-offs and divestitures, methods of payment and leverage, takeover defenses, and legal framework of mergers. (Mac)

BA 672. Financial Institutions (3 hours)

Prerequisite: BAA 609.

This course entails an analysis of money and credit in the United States banking system and the impact of monetary and fiscal policies upon business decisions and economic activity.

BA 673. Capital Budgeting (3 hours)

Prerequisite: BAA 609.

This is an analytical course which introduces advanced mathematical and statistical concepts into the analysis of the financial decision-making process.

BA 674. Investment Analysis & Portfolio Management (3 hours)

Prerequisite: BAA 609.

This is a rigorous and empirical study of the elements of investment, investment background and modern investment theory, analysis and valuation of equity securities and bonds, asset pricing and portfolio theory, and evaluation of portfolio performance.

BA 675. International Finance (3 hours)

Prerequisite: BAA 609.

This course familiarizes the student with a changing international scene. It introduces foreign exchange, interest rate risk, arbitrage, spot and forward rates, and hedging. (Atl)

BA 694. Financial Derivatives: Options and Futures (3 hours)

Prerequisite: BAA 609.

This course explores the latest derivative markets. These markets are the Futures, Options, Futures on Options and other financial engineering instruments. The objective is to use these instruments either as an individual investor or for hedging purposes by corporate managers. (Atl)

Health Care Management (HCM)

HCM 600. Elements and International Health (3 hours)

This course defines health and health status from an epidemiological analysis of population health. It examines the U.S. health care delivery system, policy influences, structure

and professional composition. Major topics include financing, organization, and delivery of health services as well as U.S. policy issues that affect the performance of the health care system in regard to cost, access, and quality.

HCM 602. Ethical Issues in Health Care Management (3 hours)

This course introduces the ethical environment of health-care and the framework of ethical decision making. Ethical considerations of health-care management are discussed from the perspective of the provider, payer, consumer and regulator. Topics include advance directives, living wills, physician-assisted suicide, quality of life and end-of-life decisions.

HCM 603. Health Care Economics and Finance (3 hours)

This course covers an analysis and evaluation of the economic, financial and payment environment of the health-care consumer, provider, institution and the different organizations found in the health-care industry. These areas are integrated to provide a complete understanding of the managed-care organization's economic, financial and payment objectives to provide health services to all health-care clients.

HCM 604. Quality Management and Evaluation Methods (3 hours)

This course provides a comprehensive review of current quality-management principles and concepts that focus on systemic improvement methods and tools to improve processes. It addresses the management and measurement of outcomes through critical pathways, reference databases, practice guidelines and state and federal quality measurement initiatives. Approaches to health-care research and program evaluation are discussed.

HCM 645. Managed Care and Third Party Payers (3 hours)

Prerequisite: HCM 600 or permission of instructor

Health-care delivery and financing through managed care are the topics of this course. The structure of managed-care products, their objectives, and their market perception are discussed. The impact of these reimbursement vehicles on health-care cost, health outcomes and customer/consumer satisfaction are examined. Included is a review of the financing of health care on the state and federal level and the integration of managed care in the publicly funded programs of Medicare and Medicaid as well as national and state health-care reform.

HCM 650. Health Care Information Management (3 hours)

This course deals with information-systems management and operations research for problem solving in health-care organizations. Converting data to information and its application are the basis of the course. The student is introduced to hardware, software and system architecture applicable to health-care information management.

HCM 667. Role of Public Health in the U.S. Health Care Delivery System (3 hours)

This course provides an introduction to the concepts and practices of public health at the community, state, and national levels. It examines the philosophy, purpose, organization, functions, activities and results of public health practice. The important health issues and problems facing the public health system are also addressed, along with approaches and constraints to solving these problems. The course emphasizes the importance of disease prevention and health promotion in our society.

HCM 670. Health Care Law (3 hours)

This course investigates legal issues concerning health-care management. Topics discussed include introduction to the legal system, health-care reform, professional liability,

contract and employment issues, patients' rights, bioethics, and other legal and regulatory issues that affect health-care management.

International Business

BA 620. Study Abroad (3 hours)

This course involves travel to a foreign country or countries in order to interview and consult with business managers, labor leaders, academics, and public officials. It includes lectures, discussions, and facilities tours, and analysis of the role and impact of cultural, economic, social, political and legal influences on management philosophy and practice. It examines business theories and practices in different national settings. Research reports and oral presentations are required. Direct costs such as airfare, meals and lodging are added to normal tuition charges. (Atl)

BA 675. International Finance (3 hours)

Prerequisite: BAA 609.

See description under Finance.

BA 678. International Economics (3 hours)

Prerequisites: BAA 601.

See description under Economics.

BA 681. International Marketing (3 hours)

Prerequisite: BAA 605.

See description under Marketing

BA 696. International Management (3 hours)

Prerequisite: BAA 613.

See description under Management.

Management

BA 676. Applied Decision Sciences (3 hours)

Prerequisite: BAA 611.

This course focuses on management simulation through the use of a computer game. Students are divided into teams for decision-making purposes and compete with other teams. The course emphasizes quantitative models such as multiple regression and linear programming. It entails extensive use of computer software relevant to the models and techniques introduced; however, it assumes no computer programming knowledge. (Atl)

BA 684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)

Prerequisites: BAA 605, BAA 613, and BAA 609 or permission of instructor.

This course covers the basics of what entrepreneurship and intrapreneurship are today, including a focus on e-commerce. It covers the nature of the entrepreneur, firm successes and failures, the overall world climate for entrepreneurship, and marketing, financial analysis and overall business planning. Students develop a business plan as part of the class experience.

BA 690. Organization Theory (3 hours)

Prerequisite: BAA 613

This course acquaints the student with various schools of thought and current issues of concern in organization theory. It includes the analysis of organizations through the study

of the development of organizations, organizational change, the impact of structural characteristics on the organization and the use of power in organizations.

BA 691. Human Resource Management (3 hours)

Prerequisite: BAA 613

This course examines the fundamentals of human-resource management. It emphasizes the individual-organization interface and the administration of the personnel function to achieve organizational objectives.

BA 692. Organizational Behavior (3 hours)

Prerequisite: BAA 613

This course describes and analyzes the growth, development and application of behavioral science to industrial society. It emphasizes the social, psychological and cultural aspects of the work situation, using behavioral patterns as the basic unit of observation. Attention is focused upon such topics as industrial sociology, organization, social control, personnel psychology and industrial social psychology. This course is designed to equip a manager with the knowledge, conceptual framework, skill and experience needed to design and manage effective human-resource systems.

BA 696. International Management (3 hours)

Prerequisite: BAA 613.

Managers increasingly work either with an ethnically diverse domestic work force or at cross-national or cross-regional interfaces. To improve performance in these settings, this course examines ways in which cultures vary and how these variations as well as other differences in the world affect work values, expectations and practices. The course then explores ways of effectively managing cultural diversity and managing in international settings.

Management Information Systems

BA 660. Information Resource Management (3 hours)

Prerequisite: BAA 607.

Information Resource Management (IRM) provides an overview of a number of the people and technical issues related to Information Systems (IS) planning, development, organization, evaluation and control. It examines the impacts of IS on users at various levels of the organization and reviews applications of emerging technologies. The goal is to integrate the issues and concepts discussed so that common themes and relationships become apparent. The focus is on practical applications of the material. (Atl)

BA 663. Systems Planning and Implementation (3 hours)

This course provides an overview of various methodologies for systems development and project management. Topics include process design and reengineering, project definition and scheduling, and data-flow analysis. The focus of this course is on planning for effective information-based systems.

BA 665. Computers and the Law (3 hours)

Prerequisite: BAA 520.

This course is an investigation of various legal issues related to computers and technology. Topics include copyright, patent, trade secret and trademark law, jurisdiction, contract law, tort liability, the right of privacy, computer crime, and electronic media issues.

Marketing

BA 627. Marketing Research (3 hours)

Prerequisite: BAA 605.

This course is a study of the methods and procedures designed to provide management with information for making decisions. The gathering and analysis of data in business and public organizations receive primary emphasis. Topics include the use of secondary data and the various sources for secondary data, the appropriate collection of primary data, the analysis of data, and the use of summary data.

BA 662. Direct and Electronic Marketing (3 hours)

Prerequisite: BAA 605.

Direct and Electronic Marketing focuses on the strategy and decision-making aspects of direct and electronic marketing. The course emphasizes various choices available for creation and execution of a modern, efficient direct promotional campaign. It is relevant to both business-to-consumer and business-to-business settings.

BA 680. Business to Business Marketing (3 hours)

Prerequisite: BAA 605.

This course gives students an overview of industrial marketing and an understanding of the unique nature of the elements within industrial-marketing strategic planning. (Atl)

BA 681. International Marketing (3 hours)

Prerequisite: BAA 605.

This course is an examination and analysis of the social, cultural, political/legal and economic environments facing international marketers, problems in the marketing organizational structure of multinational firms, and control of the international marketing function. The course focuses on alternative marketing strategies for cross-national marketing and the development of successful international strategies. (Atl)

BA 682. Buyer Behavior (3 hours)

Prerequisite: BAA 605

This course focuses on the study of the behavior of buyers of consumer and industrial goods and services. Special emphasis is placed on increasing the student's sensitivity to, and understanding of, buyers and their behavior and providing the student with experience in applying this knowledge to effective marketing management decisions. (Atl)

BA 684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)

Prerequisites: BAA 605, BAA 613 and BAA 609 or permission of instructor.

See description under Management.

BA 686. Marketing Promotion (3 hours)

Prerequisite: BAA 605.

This course focuses on decision making in the management of the elements of the firm's promotional mix such as advertising, sales promotion, publicity, and packaging and branding. Special emphasis is placed on the use of promotional tools as they are used in promotional strategy formulation. (Atl)

BA 689. Strategic Marketing (3 hours)

Prerequisite: BAA 605 and two additional 600-level marketing electives.

This course analytically examines the decision-maker's process in producing a marketing strategy consistent with factors underlying various situations. It emphasizes case analysis to help develop strategic marketing skills.

Technology Management

BA 622. Productivity and Quality Management (3 hours)

This course provides the student with an understanding of the concepts and fundamentals of productivity and quality needs, and techniques used in modern business organizations. Emphasis is on proper planning and implementation activities for production at all levels of product and service development.

BA 644. Technology and Innovation Management (3 hours)

A consistent challenge to modern businesses is to optimize organizational member performance. One approach is to improve the probability that members will make appropriate decisions and follow those decisions with effective actions. Such an approach requires that both information and technology be focused to support member decision processes. This course integrates basic management principles with techniques in information systems and technology. It emphasizes the application of combined information, hardware, and software solutions to business processes.

BA 664. Electronic Commerce (3 hours)

Technology is a driving force in the trend of globalization. This course examines how organizations are relying on the Internet for marketing and management purposes. Emphasis is on implementing electronic commerce as a business strategy, leveraging information technologies for business processes, and reviewing state-of-the-art applications used in product, service, and information sectors. Legal and ethical issues of electronic commerce are also addressed.

BA 684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)

Prerequisites: BAA 605, BAA 613 and BAA 609 or permission of instructor.
See description under Management.

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA) PROGRAM

The PMBA program is conducted in four modules and four retreats. It is delivered in a virtual format concurrently in Atlanta, Macon, and Savannah. Students will study complementary business topics in thematically integrated courses varying in the number of credit hours.

PMBA Retreats: (9 hours)

PBA 641a. Retreat 1: High Performing Organizations and Communications (2 hours)

This is an orientation to the PMBA program. Topics include building high performance teams, contemporary leadership thinking, and skills in negotiating conflict and resolution of disputes. Students will also strengthen business communication skills.

PBA 641b. Retreat 2: Business Math and Statistics (2 hours)

This retreat provides students with the mathematical and statistical background necessary to perform quantitative analysis of business situations. It also introduces students to specific techniques such as project management, time value of money, and forecasting, which are examined in more detail in later course work.

PBA 641c. Retreat 3: Field Residency and Research Paper (3 hours)

Students will visit business commercial centers to examine and observe concepts learned in their course of study. The residency includes an in-depth research paper to explore a topic of interest that corresponds to the visit focus.

PBA 641d. Retreat 4: Seminar on Leadership, Ethics and Governance (2 hours)

This retreat differentiates ethics from legal and regulatory compliance. The principle-agent relationship and its role in corporate governance are explored. The framework for ethical decision-making is discussed and theoretical perspectives examined.

Module 1: The Environment of Business (9 hours)

PBA 651a. Financial Accounting and Reporting (3 hours)

Financial accounting and reporting explain the accounting regulatory environment and its impact on financial accounting and reporting. Annual external financial reports prepared by business enterprises are analyzed.

PBA 651b. Legal Issues Affecting Businesses (3 hours)

An introduction to the American legal system. Topics include the court system, litigation, constitutional law, contract law, tort law, agency, business organizations and intellectual property.

PBA 651c. Economic Conditions and Market Fundamentals (3 hours)

Essential macro and microeconomic concepts including GDP, wages and employment, and inflation are introduced. Financial markets, interest rates and risk are examined. Topics include supply and demand, elasticity, and market analysis and macro environmental policy.

Module 2: Making Decisions that Create Value (9 hours)

PBA 652a. Financial Decisions for Corporate Valuation (3 hours)

Making internal decisions that create value in the business enterprise is the central theme. Topics include competing models about the goal of a firm, investment decision-making, financing decisions, evaluating investment proposals and selection of value-creating projects as well as corporate valuation.

PBA 652b. Quantitative Approaches to Optimizing Operations(3 hours)

This course focuses on the concepts and techniques used to optimize business processes and manage projects. Approaches include tools used in making optimal decision and their applications including linear programming, decision trees and regression analysis.

PBA 652c. Managerial Approaches to Maximizing Resources (1.5 hours)

Management styles and decision-making styles used to optimize employee's productivity are studied and evaluated for organizational effectiveness. The importance of culture and organizational behavior as well as motivation and human resource practices to enhance business processes are discussed.

PBA 652d. Managerial Accounting (1.5 hours)

An introduction to the product costing concepts required for managerial decision-making. The course provides an in-depth study of cost behavior, cost allocation and cost estimation. Other topics include transfer pricing, segment elimination and profitability analysis.

Module 3: Application of Business Concepts (9 hours)

PBA 653a. Contemporary Topics in Management (3 hours)

Discussion of current topics facing business managers is the course focus. Issues include management of a diverse work force and understanding the social and cultural issues that exist in the global business environment. Responses to these challenges are discussed. Approaches to managing change and legal requirements are examined.

PBA 653b. Global Macroeconomics (3 hours)

Economic trade theory and commercial policies essential for businesses operating internationally include topics such as the theory of international trade, commercial policies, balance of payments, foreign exchange rate determination and risk management. Macroeconomic policies are evaluated.

PBA 653c. Marketing Concepts & Consumer Behavior (3 hours)

Marketing environmental factors such as the competition, the consumer, research issues, segmentation concepts, and positioning strategies are examined. This course emphasizes identification and assessment of the variety of marketing factors that are critical to the development of efficient and effective marketing initiatives.

Module 4: Corporate Strategy—Implementation and Formation (12 hours)

PBA 654a. Information Technology and Strategic Alignment (1.5 hours)

Information technology as an enabler to strategy execution is the subject of discussion. The evolving role of the CIO and the importance of strategic alignment with information technology are identified.

PBA 654b. Marketing Strategies (3 hours)

This course analyzes the decision maker's process in producing a marketing strategy consistent with factors that are influencing the marketing environment. The focus of this course is on the development of products/services, pricing, distribution, and promotion strategies that satisfy customer needs and wants and facilitate profitable, long-term relationships with those customers.

PBA 654c. Financial Resources for Corporate Strategy (3 hours)

Exploring the corporate creation of value that supports the business' objectives and the virtues and pitfalls of the competitive analysis approach are compared. Evaluation of real investments and application is included. Capital allocation decision and capital structure as well as discussions of financial decision making strategies to minimize risk exposure are examined.

PBA 654d. Strategic Management (3 hours)

The development and execution of strategy is examined. Students will have the opportunity to integrate and apply the concepts and principles from other courses in the program to develop effective and successful business strategy. Case analysis is used to apply these concepts.

PBA 654e. Strategy Simulation

(1.5 hours) Students experience through this simulation the competitive and dynamic business environment and participate as member of an executive team. Resolving issues and making collective and individual decisions to drive business performance is the focus of this experience.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

The EMBA program is conducted in four semester-long terms and four shorter retreats. Students will study complementary business topics in thematically integrated courses varying in the number of credit hours.

EBA 621a. Retreat 1: High Performing Organizations and Communications (2 hours)

This is an orientation to the EMBA program. Topics include building high performance teams, contemporary leadership thinking, and skills in negotiating conflict and resolution of disputes. Students will also examine business communication skills.

Module 1: Analysis of the External Environment (9 hours)

EBA 631a. Financial Accounting and Reporting (3 hours)

Financial accounting and reporting ensures student understanding of the current accounting regulatory environment and its impact on financial accounting and reporting. Annual external financial reports prepared by business enterprises are analyzed.

EBA 631b. Legal Issues Affecting Businesses (3 hours)

An introduction to the American legal system includes topics such as the court system, litigation, contract law, tort law, business organizations and intellectual property.

EBA 631c. Economic Conditions and Financial Markets (1.5 hours)

Essential economic concepts including GDP, wages and employment, and inflation are introduced. Financial markets, interest rates and risk are examined.

EBA 631d. Marketing Analysis (1.5 hours)

Discussed are the marketing environment factors such as the competition, the consumer, research issues, segmentation concepts, and positioning strategies. This course emphasizes identification and assessment of the variety of marketing factors that will be critical to the development of efficient and effective marketing strategies.

Module 2: Making Decisions that Create Value (9-11 hours)

EBA 621b. Retreat 2: Business Math and Statistics (2 hours)

This retreat focuses on strengthening and reviewing mathematical approaches used in business decision-making. Normal distribution of data and interpretation is examined.

EBA 632a. Financial Decisions for Corporate Valuation (3 hours)

Making internal decisions that create value in the business enterprise is the central theme of this course. Topics will include competing models about the goal of a firm, investment decision-making, financing decisions, evaluating investment proposals and selection of value-creating projects as well as corporate valuation.

EBA 632b. Quantitative Approaches to Optimization (3 hours)

Tools used in making optimal decisions and their applications include linear program-

ming, decision trees and regression analysis. Included is strategic interactions with competitors based on market structure as well as pricing, market positioning, and competitive responses to maximize the value of the firm.

EBA 632c. Maximizing Human Resources (3 hours)

Human capital is the most important resource of a company. Human resource decision-making and optimizing employees is examined. Employment law, compensation, and corporate responsibility are discussed.

U.S. Commercial Center Residency included as a part of the module above.

**Module 3: Competing in a Global Environment
(11 credits)**

**EBA 621c. Retreat 3: Preparing to Go Global (5 hours)
(International Trip)**

This international residency allows students to observe experience and evaluate cross-cultural challenges and opportunities in the business context. The experience will focus awareness on the differences in economic, political and cultural perspectives and how to leverage them.

EBA 633a. International Marketing and Management (3 hours)

Due to an ethnically diverse domestic work force at cross-national or cross-regional interfaces, an understanding of the diverse socio/cultural, political/legal, and economic systems that exist in the global business environment are identified. Strategies to manage and market to the global customer are explored including risk for business entry and trade.

EBA 633b. International Economics (3 hours)

Economic trade theory and commercial policies essential for businesses operating internationally includes topics such as the theory of international trade, commercial policies, balance of payments, foreign exchange rate determination and risk management.

**Module 4: Corporate Strategy—Implementation
and Formulation (15 credits)**

**EBA 621d. Retreat 4: Seminar on Leadership, Ethics
and Governance (3 credits)**

This retreat will differentiate ethics from legal and regulatory compliance. The principle-agent relationship and its role in corporate governance will be explored. The framework for ethical decision making will be discussed and the theoretical perspectives examined.

**EBA 634a. Information Technology and Strategic
Alignment (3 hours)**

Information technology as an enabler to strategy execution is the subject of discussion. The evolving role of the CIO and the importance of strategic alignments with technology is illustrated.

**EBA 634b. Marketing Strategies for Corporate
Success (3 hours)**

This course analytically examines the decision maker's process in producing a marketing strategy consistent with factors that are influencing the marketing environment. The focus

of this course will be on the development of products/services, pricing, distribution, and promotion strategies that satisfy customer needs and wants and facilitate profitable, long-term relationships with those customers.

EBA 634c. Financial Resources for Corporate Strategy (3 hours)

This course explores corporate creation of value that supports the business' objectives. The virtues and pitfalls of the competitive analysis approach are compared. Evaluation of real investments and application is included. Capital allocation decision and capital structure as well as discussions of financial decision making strategies to minimize risk exposure are examined.

EBA 634d. Strategy Development and Delivery (3 hours)

Through business simulation, students run their own companies and measure their strategic acumen. The opportunity is to integrate information across the business disciplines and course experiences. Strategic management issues and tools for decision making are included through case analysis.

MASTER OF ACCOUNTANCY PROGRAM (MAcc)

The Master of Accountancy degree is intended to provide students with the knowledge and skills consistent with a professional graduate degree. The program is designed to prepare students for careers in public or private accounting and enable them to achieve career advancement in the accounting profession. To implement this mission, the MAcc program is constructed around the following objectives and outcomes:

- Provide students with the necessary background for entry into, and advancement in the accounting profession.
- Enhance and further develop the written and verbal skills necessary for success in the accounting profession.
- Provide the educational requirements necessary to qualify graduates to sit for the Uniform CPA exam.
- Provide the educational requirements necessary to qualify graduates for CPA licensure for the State of Georgia.

The MAcc program comprises 30 graduate semester hours (not including foundation or prerequisite courses), including a twenty-four hour Accounting core, and six hours of approved graduate business electives.

Requirement for Admission to the Master of Accountancy Program

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Programs section.

Academic Policies for the Master of Accountancy Program

Students should refer to the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Programs portion of this Catalog.

Program of Study

Foundation Courses ¹

(0 - 15 hours)

BAA 510	Foundations of Accounting and Finance
ACC 550	Intermediate Accounting I
ACC 555	Intermediate Accounting II
ACC 530	Auditing
ACC 535	Individual Tax

¹ May be waived with appropriate prior college course work.

Core Program

(24 hours)

ACC 601	Accounting Theory
ACC 602	Seminar in AIS
ACC 603	Seminar in Tax
ACC 620	Accounting & Tax Research
ACC 621	Advanced Financial Statement Analysis
ACC 640	Advanced Accounting Topics
ACC 641	International Financial Reporting Standards (IFRS)
ACC 655	Advanced Auditing

Electives (Choose 2 courses)

(6 hours)

BAA 613	Ethical Leadership
BAA 609	Corporation Finance
BAA 604	Issues in Business Law & Corporate Responsibility
BA 635	Corporate, Partnerships, and Estate Taxation
ACC 650	Internship

MAcc Summary

Core Electives	24
Electives	6

Total MACC Program

30 hours

MASTER OF ACCOUNTANCY CURRICULUM

ACCOUNTING FOUNDATION, CORE AND ELECTIVES (ACC)

Foundation Courses

BAA 510. Foundations of Accounting and Finance (3 hours)
See MBA course description.

ACC 550. Intermediate Financial Accounting I (3 hours)
Prerequisites: BAA 510 or equivalent.

This course is a study of the theory and principles underlying financial statements. It is a concise review of the basic principles and concepts relating to the collection and summa-

rization of accounting information and the preparation of the income statement and the balance sheet. Included is basic financial statement analysis. The theory and issues related to the recognition and measurement of cash, receivables, inventories and revenue, the time value of money, and recognition and measurement of property, plant and equipment, depreciation, and intangible assets.

ACC 555. Intermediate Financial Accounting II (3 hours)

Prerequisite: ACC 550.

This course is an in depth study of theory and issues related to recognition and measurement of current liabilities, long-term liabilities, stockholders' equity, cash flows, earnings per share, investments, income taxes, pensions and leases, accounting changes and error analysis, full disclosure, and constant dollar.

ACC 530. Auditing (3 hours)

Prerequisite: ACC 550 or equivalent.

Corequisite: ACC 555 or equivalent.

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

ACC 535. Individual Tax (3 hours)

Prerequisite: BAA 510 or equivalent.

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

Core Courses

ACC 601. Accounting Theory (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course focuses on financial accounting theories, current pronouncements, problems of income determination, and accounting research and research methodology applied to accounting issues.

ACC 602. Seminar in Accounting Information Systems (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course is a study of theories and practices on the design, implementation, integration and application of accounting information systems (AIS). Topics covered include: AIS transaction processing cycles such as general ledger, revenue, expenditure, and management reporting; risks and internal control mechanisms involved in each cycle; business documentation and reporting required for each cycle; fraud detection and ethical considerations in AIS implementation and application.

ACC 603. Seminar in Taxation (3 hours)

Prerequisite: ACC 535 or equivalent.

This course takes an in depth look at domestic and international tax issues that are significant to the accounting profession. Potential topics include current tax policy, corporate tax planning, compensation and retirement planning, and components of the tax gap.

ACC 620. Issues in Accounting & Taxation Research (3 hours)

Prerequisites: ACC 550 and ACC 555 or equivalent.

This course is an introduction to research as well as an opportunity to look at topics of current interest and importance in accounting practice. The course includes such topics as the research methodology, primary sources of research, computer research tools and the implementation of research tools.

ACC 621. Advanced Financial Statement Analysis (3 hours)

Prerequisites: ACC 550 and ACC 555 or equivalent.

This course will provide students with the advanced tools to analyze and use the information in corporate financial statements. The course will also increase the students' abilities to detect earnings management, and is intended to enhance students' analytical skills. Finally, the course will emphasize the role of accounting information in earnings-based and free cash flows-based valuation.

ACC 640. Advanced Accounting Topics (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course addresses issues in accounting areas that are unique for companies doing international business. Suggested topics are transfer pricing, international auditing, foreign exchange, corporate environmental auditing and international tax. Topics will vary.

ACC 641. International Financial Reporting Standards (IFRS) (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course focuses on international accounting standards. It addresses the issues in international financial reporting which include organizations and efforts in international accounting harmonization, international financial reporting standards and reporting standards in foreign countries.

ACC 655. Advanced Auditing (3 hours)

Prerequisite: ACC 530 and ACC 550 and ACC 555 or equivalent.

This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined.

MAcc Electives

Descriptions for BAA 613, BAA 609, BAA 604, and BA 635 are located in the Master of Business Administration Curriculum section for the Master of Business Administration degree.

ACC 650. Accounting Internship/Project (3 hours)

Prerequisite: 18 graduate semester hours in the MAcc program.

The student must have completed at least 18 graduate semester hours in the MAcc program, have earned a grade point average of least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship/project advisor, who will be responsible for establishing the internship/project objectives and, if appropriate, coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor as appropriate, the intern's study and review the student's work and assign the grade.

MBA/MAcc Joint Degree Program

This joint degree program is intended for students who wish to pursue a graduate business administration and accountancy degree jointly. The joint program requires 48 credit hours of graduate courses. This professional degree for qualified students is intended for those interested in the management of human, material, and financial resources in business, government and non-profit organizations in addition to preparation for public or private accounting and career advancement in the accounting profession. The joint degree meets the course requirements to be eligible to take the CPA exam. Students earn

both the Master of Business Administration degree (MBA) and the Master of Accounting (MAcc) degrees via an accelerated combined MBA/MAcc degree program.

The combined plan requires a total of 48 semester hours with specified course work in both the MBA and MAcc curriculum. This program is only available on the Atlanta campus. Upon successful completion of the joint degree program, the MBA and MAcc degrees are concurrently awarded.

Students who do not complete the whole joint degree program may be awarded either the MBA or MAcc degree upon the successful completion of all degree requirements for the individual degree as published in the Catalog in effect at the time of matriculation to Mercer.

Admission to the Joint MBA/MAcc Degree Program

The admission requirements for this joint degree are the same as that of the MBA and MAcc degree programs.

Course of Study for the Joint MBA/MAcc Degree

Foundation Courses

(0- 21 hours)

BAA 505.	Macro and Micro Economics
BAA 510.	Accounting and Finance
BAA 515.	Management and Marketing
ACC 550.	Intermediate Accounting I
ACC 555.	Intermediate Accounting II
ACC 530.	Auditing (cross listed with ACC 431)
ACC 535.	Individual Tax (cross listed with ACC 375)

MBA Core

(21 hours)

BAA 601.	Managerial Economics
BAA 604.	Issues in Business Law & Corporate Responsibility
BAA 605.	Marketing Concepts and Practices
BAA 607.	Management Information Systems
BAA 609.	Corporation Finance
BAA 611.	Operations Management Science
BAA 613.	Ethical Leadership

MAcc Core

(21 hours)

ACC 601.	Accounting Theory
ACC 602.	Seminar in AIS
ACC 603.	Seminar in Tax
ACC 620.	Accounting & Tax Research
ACC 621.	Advanced Financial Statement Analysis
ACC 640.	Advanced Accounting Topics
ACC 655.	Advanced Auditing

International Electives (3 hours)

ACC 641. International Financial Reporting Standards (IFRS)

Capstone (3 hours)

BAA 699. MBA Capstone

REQUIRED COURSE SUMMARY:

MBA Core	21 hours
MAcc Core	21 hours
International Elective	3 hours
Capstone	3 hours

TOTAL 48 Hours

The Tift College of Education

Carl Richard Martray, Ph.D., *Dean/Professor*

Paige L. Tompkins, Ph.D., *Associate Dean/Professor*

Allison C. Gilmore, Ph.D., *Associate Dean/Professor*

Mary Kay Bacallao, Joseph L. Balloun, Macklin D. Duggins, Penny L. Elkins, Catherine M. Gardner, Anthony Harris, Harriet A. Hathaway, Jianhua Feng, William O. Lacefield, Dana H. Lilly, Susan C. Malone, Margaret R. Morris, Bruce E. Sliger, Albert A. Stramiello, and Richard V. Swindle, *Professors*

Elaine Artman, Richard H. Binkney, Olivia Boggs, Edward Bouie, Jr., Sherah Betts Carr, Jacquelyn M. Culpepper, Karen H. Davis, Ismail S. Gyagenda, J. Kevin Jenkins, Margie W. Jones, Leonard E. Lancette, Elizabeth Lilly, Mary Nell McNeese, Mary O'Phelan, Emilie W. Paille, Barbara Rascoe, debra rosenstein, Peter A. Ross, Dia Sekayi, Karen Weller Swanson, and Jane West, *Associate Professors*

Kathy A. Arnett, Sharon Augustine, Theodora Regina Berry, Lucy Bush, Jabari Cain, Robert Ceglie, Martha Lee Child, Geri S. Collins, Brent Daigle, Carl E. Davis, Sammy L. Felton, Andrew L. Grunzke, Jeffrey Scott Hall, Mary Jacobs, J. Barry Jenkins, Sybil Anne Keesbury, Pamela A. Larde, Ronald Knorr, Jane Metty, Ashley Murray, John Payne, Justus J. Randolph, Kelly Reffitt, Jon M. Saulson, Wynnetta A. Scott-Simmons, Sylvia Y. Taylor, and Clemmie B. Whatley, *Assistant Professors*

Robert L. Lawrence, *Director of Assessment/ Assistant Professor*

Kaye Thomas, *Director of Field Placement/Instructor*

Margaret S. McCall, *Instructor*

Carol Lynn Gillespie and Melonie Harrell, *Visiting Instructors*

Pamela Kelsey and Jan Simmons, *Part-time Instructors*

Vic Verdi, *Clinical Instructor*

UNDERGRADUATE PROGRAMS

The Tift College of Education offers a Bachelor of Science in Education in Early Care and Education on the Atlanta campus. For information on this program, see the Mercer Regional Academic Centers catalog.

GRADUATE PROGRAMS

The Tift College of Education offers four graduate degree programs on the Cecil B. Day Campus in Atlanta. The Master of Arts in Teaching (M.A.T) is offered in Early Childhood (preK-5), Middle Grades (4-8), and Secondary (6-12; in English, mathematics, science, and social studies). The Master of Education (M.Ed.) is offered in Early Childhood Education, Middle Grades Education, Secondary Education, Reading, and Educational Leadership (Higher Education Leadership only). The Specialist in Education (Ed.S.) is offered both in Teacher Leadership and in Educational Leadership. The Doctor of Philosophy (Ph.D.) is offered in Educational Leadership (P-12 School Leadership or Higher Education Leadership) and Curriculum and Instruction.

In addition to these degree programs, the Tift College of Education also offers classes for endorsements in Reading, ESOL, ECE mathematics, and ECE science for certified teachers. Non-degree initial certification programs are also available for candidates holding a master's degree in an approved content area from an accredited institution.

Programs leading to certification are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

General Graduate Program Policies

Advisement and Course Scheduling

Course schedules are available from the Tift College of Education offices and online at mercer.edu. The college will provide graduate courses to meet M.A.T., M.Ed., and Ed.S., degree requirements within two calendar years from the time a student enrolls. Requirements for the Ph.D. programs will be offered within three calendar years from the time of enrollment. The college assumes no obligation to grant individualized study through directed/independent study courses or special topics courses unless the college fails to schedule the course requirements within the time specified.

Application Deadlines

For most programs in the Tift College of Education, applications (including official transcripts and other supporting materials) must be received by the following dates:

- August 1 for Fall admission
- December 1 for Spring admission
- May 1 for Summer admission

Exceptions to this deadline schedule are programs in Educational Leadership and the Ph.D. in Curriculum and Instruction. For information about application deadlines for these programs, contact the program coordinators or chairs.

Admissions Appeals Policy

Prospective students who have been denied admission to any classification within the graduate program may appeal that decision in writing to the Associate Dean or Chair of the Program. Each appeal will be reviewed and decided upon by the faculty. Admission to a certification program does not guarantee placement for student teaching. In addition, admission does not ensure satisfactory completion of the program selected, nor does it guarantee recommendation for certification.

English Proficiency

An international student whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or a Certificate of Proficiency from an ELS Language Center. The minimum acceptable TOEFL score is 550. English proficiency at ELS Level 109 is expected.

Grade Appeals Policy

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. They may then appeal to the chair of the department. If satisfaction is not achieved, the student may then submit an appeal to the Grade Appeals Committee. Grade appeals must be submitted in writing within thirty days after the grade has been issued. Information regarding the Grade Appeal procedure may be obtained from the appropriate chair.

Course Load

An academic load of 9 semester hours qualifies a graduate student for full-time status for financial aid. Requests for overloads beyond 9 hours must be approved by an associate dean.

Code of Ethics for Educators

Students admitted into the Tift College of Education are expected to abide by the Code of Ethics for Educators as published by the Georgia Professional Standards Commission. Violation of any standard within the Code of Ethics may result in dismissal from the program.

Time Limitations on Completion of Requirements

A student in a graduate program must complete all degree requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who are inactive for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. Candidates in the M.A.T. or certification-only program who do not complete their initial certification program within three years from the time of admission will have their programs re-evaluated and will be expected to meet any additional requirements in place at the time of the re-evaluation. In addition, certification candidates may be subject to changes in certification rules or standards set by the Georgia Professional Standards Commission.

Transfer Credits

There are certain conditions that must be met to transfer regular graduate credit to Mercer's graduate programs. The institution must be accredited and the student must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree sought at Mercer.

The work must be appropriate for the student's planned program and may be considered only for courses in which a grade of B or higher was earned. The maximum amount of transferred credit is limited to six semester hours for the M.A.T., M.Ed., and Ed.S. programs. For Ph.D. programs in Educational Leadership, up to nine hours of transfer credit may be considered. Courses taken for another degree previously earned may not be applied to a degree at Mercer (exception: up to nine hours of an Ed.S. degree may be considered for transfer towards the Ph.D. in Educational Leadership). No credit will be given for courses completed more than six years prior to the date on which the Mercer degree is to be conferred (exception: courses completed no more than six years before the date of admission may be considered for students in the Educational Leadership Ph.D., program).

Academic Standards for Graduate Students

Students in graduate programs, both degree and non-degree tracks, must earn a grade of B or better in all required classes and field experiences. Students in the Ed.S. degree programs or the Ph.D. degree programs must also maintain a cumulative grade point average of 3.5 on a 4.0 scale. Students may repeat a class only once in order to increase the grade earned in that class, and no student may repeat more than two class-

es in his/her program of study with Mercer. Non-Mercer, non-program coursework will not be accepted as replacement credit for a grade earned at Mercer.

If a graduate student's cumulative graduate GPA with Mercer falls below 3.0 (3.5 for Ed.S. or Ph.D. candidates), the student will be placed on academic probation until he/she raises the GPA to the minimum requirement. A student who is on academic probation is limited to one graduate class per semester. Special permission from an associate dean is required for a student on probation to enroll in more than one class per semester. If a student continues on academic probation for two semesters, his/her case will be reviewed by the associate dean and faculty and the student may be subject to academic dismissal.

Participation in Commencement Ceremonies

Students who have met all degree requirements may participate in the Commencement ceremony. Other M.A.T., M.Ed., and Ed.S. students may participate if they are within nine hours of completing all degree requirements, are scheduled to complete those requirements in the summer semester, and meet the minimum GPA requirements for the degree. Students with more than nine hours remaining may request permission to participate from an Associate Dean. Ph.D. candidates must complete all requirements prior to participating in commencement.

Graduate Education Programs

The Tift College of Education recognizes the importance of addressing technological advancements within society. Therefore, emphasis on the relevance of technological developments is infused throughout courses in its graduate programs. Additionally, all coursework within the Tift College of Education reflects the faculty's recognition of students with diverse and special needs. Mercer's graduate programs are designed to prepare all candidates to plan appropriately for disabled, special needs, and other diverse populations. All policies and procedures are reviewed as required by the University Graduate Council.

The Conceptual Framework

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal, and the know-how of blending theory and practice, the Tift College of Education has chosen for its conceptual framework the theme: "**The Transforming Educator - To Know, To Do, To Be.**"

TO KNOW

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

1. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
2. Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.
3. Shows understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs and learning styles of diverse and special needs learners.

TO DO

To Do the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

1. Plans, implements and assesses well-integrated, developmentally appropriate, and culturally responsive lessons which are well grounded in pedagogical and psychological theory.
2. Individualizes, differentiates, and adapts instruction to meet the needs of diverse and special needs learners.
3. Uses a wide variety of teaching methods, strategies, technology, and materials.

TO BE

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

1. Believes in his or her own efficacy as an educator and uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.
2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
3. Models positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community.

The Master of Arts in Teaching Degree

The Tift College of Education Master of Arts in Teaching (M.A.T.) degree is intended for the initial certification candidate who holds a baccalaureate degree and who is seeking initial teacher certification at the master's degree level. Successful completion of the MAT and passing scores on the appropriate assessments lead to eligibility for T-5 Level certification in Early Childhood (PreK-5), Middle Grades (4-8) or Secondary (6-12) (English, Math, Biology, Chemistry, Earth/Space Science, Physics, Economics, Geography, History, Political Science). The Conceptual Framework of the Tift College of Education guides the M.A.T. program. Program graduates are recognized as "Transforming Practitioners" who will demonstrate the knowledge (To Know), skills (To Do) and dispositions (To Be) of outstanding professional educators and who are prepared to be leaders within their schools, proficient consumers of educational research, and advocates for all learners. Each area of certification has unique goals and outcomes designed to prepare the teacher for the challenges of working with students of that age level and certification field.

NOTE: An initial certification candidate who holds a master's degree in an approved content area from an accredited institution may apply as a non-degree student for the certification program. With the exception of the need for admission test scores on the GRE or MAT (see admission criteria below), non-degree candidates will meet the same admission and progression criteria as the MAT students and will be required to complete the

same initial certification requirements, but their program plans will be modified to omit requirements beyond certification.

Admission to the Master of Arts in Teaching (M.A.T.) Program

Candidates for admission to the M.A.T. program must file a formal written application for admission. In addition to the application, applicants must provide the following:

1. Two official copies of all transcripts.
2. Documentation of an overall undergraduate G.P.A. of at least 2.5.
3. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These tests include the Graduate Record Examination (target score of 146 verbal and 141 quantitative, 3.5 analytical writing for exams taken after August 2011; 800 verbal/quantitative combined for pre-August 2011 exams) or the Miller Analogies Test (target score of 397). [Note: a non-degree certification applicant who already holds a master's degree in an approved content area from an accredited institution will not be required to submit GRE or MAT scores unless he/she plans to earn the M.A.T. degree.]
4. Candidates must pass the GACE Basic Skills Assessment or meet the exemption criteria specified at www.gapsc.com prior to full admission.
5. A \$25 application fee.
6. In addition to the above materials, candidates must submit a completed Application to Teacher Candidacy. (This application is separate from the application to the M.A.T. program.)

Candidates may be admitted on a conditional basis prior to submitting acceptable test scores for one semester only. Candidates on conditional admission status may take only the non-restricted classes of EMAT 526, EMAT 605/606/607, EMAT 683, EMAT 619/620, EMAT 626, and (with advisor approval) certain content concentration classes. All other education courses require full admission status. Candidates with a conditional admission status may attend one semester only prior to full admission.

Progression Policy

In order for a candidate to continue in the M.A.T. program, he/she:

1. Must meet and maintain all requirements for full admission to the program.
2. Must earn a B or higher in all education courses.
3. May repeat only two education courses. An education course may be repeated only one time. A certification candidate may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
4. Must have positive recommendations from each field experience in order to advance in the sequence of required field experiences. Field experience placements must meet all diversity of placement criteria.

Candidate for Certification

In order to be recommended for certification, an M.A.T. candidate must:

1. Have successfully met all Progression Policy criteria.
2. Have a positive recommendation from student teaching or internship.
3. Have successfully completed all program/degree requirements.
4. Have successfully completed Portfolio requirements.

5. Have successfully passed the appropriate GACE Content test(s) and have submitted score reports to the appropriate Certification Office.
6. Have met all state requirements for certification.

Early Childhood Education M.A.T. Program Goals

The Master of Arts in Teaching in Early Childhood Education is designed to offer a comprehensive study of the specialized skills and knowledge needed to teach and support young children in grades Pre-K through 5. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of young students. Having completed this program of study, the candidate will become a transforming practitioner and a reflective professional who understands and supports effective and dynamic early childhood learning environments.

M.A.T. in Early Childhood Education Program Outcomes

Content and Process: To Know

Upon completion of the Early Childhood Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge about early childhood curriculum design, development and implementation. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of young children. (Diversity)

Application: To Do

Upon completion of the Early Childhood Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum for all areas of a child's development including social, behavioral, emotional, cognitive and physical. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into all components of the early childhood curriculum. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Early Childhood Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)

- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well being of the young child. (Collaboration and Advocacy)

Degree Requirements

Non-restricted Classes (may be taken prior to full admission)

- EMAT 526 Foundations of Education (prerequisite for restricted courses; does not apply toward the MAT degree; may be transferred in)
- EMAT 605 Planning and Organizing Instruction in ECE (prerequisite for EMAT 626 and restricted classes)
- EMAT 619 Child Development & Learning (prerequisite or corequisite for all classes requiring full admission)
- EMAT 683 Teaching Exceptional Learners (prerequisite or corequisite for all classes requiring full admission)

Restricted classes (require full admission)

Content Area Studies:

- EDUC 654 Children's Literature (prerequisite: EMAT 605)
- EMAT 626 Creative Teaching & Learning in ECE
- EMAT 634 ECE Language and Literacy I
- EMAT 635 ECE Language and Literacy II (prerequisite: EMAT 634)
- EMAT 665 Teaching of Mathematics in ECE (fall and spring only)
- EMAT 671 Teaching of Science & Health in ECE (prerequisite: EMAT 626)
- EMAT 681 Social Studies in a Multicultural World for ECE (pre-requisite: EMAT 626)
- EMAT 621 Curriculum and Planning in ECE (prerequisites: EMAT 601 and a minimum of 5 of the above content methods classes)

To be taken the semester prior to student teaching/internship:

- EMAT 689 Educational Assessment and Research (prerequisite or corequisite: EMAT 608 or 609)
- EMAT 608 Practicum or EMAT 609 Mentored Practicum (fall or spring only)

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

Field Experiences

- EMAT 601 Initial Field Experience (1 credit) (Must be fully admitted prior to taking)
- EMAT 608 Practicum or EMAT 609 Mentored Practicum (fall or spring only) (prerequisite or corequisite for EMAT 621)
- EMAT 611 Student Teaching or EMAT 612 Internship (9 credits) (fall or spring only)
- NOTE: All ECE candidates must have field experiences in each of the following grade clusters: PreK-K, 1-3, and 4-5.)

Total graduate semester hours required for certification and degree: 40

Middle Grade Education M.A.T. Program

The Middle Grades Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in

grades 4-8. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming practitioner and a reflective professional who understands and supports effective and dynamic middle grades learning environments.

Middle Grades Education Master of Arts in Teaching Program Outcomes

Content and Process: To Know

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of the preadolescent and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge base of middle grades curriculum design, development and implementation. (Understanding)
- Understand and appreciate the key concepts and organization of middle level education. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of middle grades. (Diversity)

Application: To Do

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum for at least two content concentration areas that considers the social, behavioral, emotional, cognitive and physical nature and needs of middle grades students. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into all components of the middle school curriculum. (Research, Communication and Engagement)
- Utilize effective teaching pedagogy to make connections among academic knowledge, the nature and needs of the preadolescent, and the cultural influences of the student, school, and community. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the preadolescent. (Collaboration and Advocacy)

Degree Requirements

Non-restricted Classes (may be taken prior to full admission)

EMAT 526	Foundations of Education (prerequisite for restricted courses: does not apply toward the MAT degree; may be transferred in.)
EMAT 606	Planning & Organizing Instruction in MGE (prerequisite for all content methods classes)
EMAT 620	Adolescent Development & Learning (prerequisite or corequisite for all classes requiring full admission.)
EMAT 683	Teaching Exceptional Learners (prerequisite or corequisite for all classes requiring full admission.)

All EMAT and EDUC classes below require full admission

Middle Grades Professional Core:

EDUC 625	Culturally & Educationally Responsive Pedagogy
EMAT 642	Content Area Reading and Writing: Literacy Development for MGE/SEC
EMAT 622	Curriculum & Instruction in MGE (prerequisite or corequisite for EMAT 608)

To be taken prior to student teaching/internship:

EMAT 689	Educational Assessment and Research (prerequisite or corequisite EMAT 608/609)
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Middle Grades certification requires two areas of content concentrations of 21 semester hours each, based on a combination of undergraduate and graduate content classes and methods classes as noted below.

Language Arts

EMAT 644	Teaching Language Arts through Writing in MGE
EDEN 655	Young Adult Literature

12 additional hours of appropriate English/Language Arts content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

Mathematics*

EMAT 666	Teaching Math in MGE/SEC
EDMT 621	Algebra for MG/SEC (or other college level algebra class)* OR
EDMT 631	Geometry for MG/SEC (or other college level geometry class)*

12 additional hours of appropriate mathematics content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

Science*

EMAT 672	Teaching Science for MGE/SEC
One 3-hour class in Earth/Space/Environmental science	
One 3-hour class in physics/physical science/chemistry	
One 3-hour class in life science	

9 additional hours appropriate science content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

Social Science*

EDSS 601	Physical&Cultural Geography (or other college level geography class)* OR
EDSS 611	Georgia History (or other college level US or GA history class)*

EMAT 682 Teaching Social Science for MG/SEC

12 additional hours of appropriate social science/social studies content from a combination of undergraduate and graduate content classes as determined by transcript evaluation at the time of admission.

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

Field Experiences

EMAT 601 Initial Field Experience (1 credit) (Must be fully admitted prior to applying. This field experience is in grades 4-5)

EMAT 608 Practicum or EMAT 609 Mentored Practicum (fall or spring only) (MGE candidates must complete this field experience in grades 6-8 in one of the above concentration areas)(prerequisite or corequisite for EMAT 622)

EMAT 611 Student Teaching or EMAT 612 Internship (9 credits) (fall or spring only) (MGE candidates must complete this field experience in grades 6-8 in one of the above concentration areas)

Note: MGE candidates with concentrations in math, science, or social science must complete at least one additional graduate level content area class (beyond the content methods class) in each concentration for the MAT degree.

Total hours required for degree: 46 graduate level semester hours

Secondary Education M.A.T. Program

The Secondary Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades 6-12. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming practitioner and a reflective professional who understands and supports effective and dynamic secondary grades learning environments.

Secondary Education Master of Arts in Teaching Program Outcomes

Content and Process: To Know

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of the adolescent and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge base about secondary curriculum design, development and implementation. (Understanding)
- Understand and appreciate the key concepts and organization of secondary level education. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of secondary education. (Diversity)

Application: To Do

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum that considers the social, behavioral, emotional, cognitive and physical nature and needs of secondary students. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into all components of the secondary school curriculum. (Research, Communication and Engagement)
- Utilize the effective teaching pedagogy to make connections among academic knowledge and the cultural influences of the student, school, and community. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well being of the adolescent. (Collaboration and Advocacy)

Admission Criteria

In addition to meeting the requirements for full admission to all M.A.T. programs, applicants seeking admission to one of the M.A.T. programs in a secondary education field must have an undergraduate degree or its equivalent in the content field of certification, with a minimum 2.5 cumulative GPA. Certification options at the secondary level are available for English, mathematics, biology, chemistry, earth/space science, physics, economics, geography, history, and political science. Candidates who complete the M.A.T. program in one of the secondary fields and meet state certification test requirements will qualify for 6-12 certification in the relevant content area.

Degree Requirements

Non-restricted Classes (may be taken prior to full admission)

EMAT 526	Foundations of Education (pre-requisite for non-restricted and restricted courses: does not apply toward the MAT degree; may be transferred in.)
EMAT 607	Planning & Organizing Instruction in SEC (pre-requisite for all content classes)
EMAT 620	Adolescent Development & Learning (pre-requisite or co-requisite for all classes requiring full admission.)
EMAT 683	Teaching Exceptional Learners (pre-requisite or co-requisite for all classes requiring full admission.)

All classes below require full admission:

Secondary Professional Core:

EDUC 625	Culturally & Educationally Responsive Pedagogy
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EMAT 642 Content Area Reading and Writing: Literacy Development for MGE/SEC
EMAT 623 Curriculum & Instruction in SEC (prerequisite or co-requisite for EMAT 601)

To be taken prior to student teaching/internship:

EMAT 689 Educational Assessment and Research (pre-requisite or co-requisite EMAT 608/609)

Content Area Studies

English

EDEN 655 Young Adult Literature
EMAT 645 Teaching of English

Mathematics

EMAT 666 Teaching Math in MGE/SEC
EDMT 621 Algebra for MGE/SEC (or other college level algebra class)
EDMT 631 Geometry for MGE/SEC (required if candidate has not complete a college level geometry class)

Social Studies

EMAT 682 Teaching Social Science for MGE/SEC
One graduate 3-hour social studies content class

Science

EMAT 672 Teaching Science for MGE/SEC
One graduate 3-hour science content class

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

Field Experiences

EMAT 601 Initial Field Experience (1 credit) (Must be fully admitted prior to applying.)
EMAT 608 Practicum or EMAT 609 Mentored Practicum (fall or spring only) (prerequisite or corequisite for EMAT 623)
EMAT 611 Student Teaching or EMAT 612 Internship (9 credits) (fall or spring only)
Total hours required for the degree: 40 hours

MASTER OF EDUCATION DEGREE

Admission to the Master of Education Program

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

1. A bachelor's level teaching certificate in an appropriate area or evidence of eligibility for the certificate.
2. A minimum overall undergraduate grade point average of 2.75.
3. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These include the Graduate Record Examination (target score of 146 verbal, 141 quantitative, 3.5 analytical writing for exams taken after August 2011; 800 verbal/quantitative combined for pre-August 2011 exams) or the Miller Analogies Test (target score of 397). Scores

must be less than six years old at the time of admission. Students who do not have acceptable test scores may be admitted for one semester only on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of three classes during their provisional semester and will not be allowed to register for additional classes until acceptable test scores are presented.

4. Two official copies of all transcripts.
5. A \$25 application fee.

M.Ed. in Early Childhood Education

The M.Ed. program in Early Childhood Education is designed to meet the needs of teachers in grades preK-5. Completion of the planned program (including the prerequisite T-4 certificate in ECE) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Goals of the Master of Education (M.Ed.) Degree in Early Childhood Education

The goal of the Early Childhood Masters of Education Program at Mercer University is to instruct and cultivate teachers to have an expanded philosophy of growth and change based on reliable knowledge and reflections on the best practices of teaching and learning. A further purpose is to prepare teachers with the ability to understand and apply the skills of data analysis and action research that impact educational experiences for the young child. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, *The Transforming Practitioner*.

M. Ed. in Early Childhood Education Program Outcomes

Upon completion of the Early Childhood Education Master of Education Program, the candidate will:

Content and Process: To Know

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how these factors apply to the creation of supportive and engaging learning environments for early childhood students. (Understanding)
- Acquire a broad scope of understandings about curriculum design, development and implementation and the impact of this knowledge on the teaching and learning process. (Understanding)
- Explore and understand how young children differ in their capabilities and approaches to learning and how teaching strategies and the learning environment can adapted to meet the diverse needs of students. (Diversity)

Application: To Do

- Design, implement and evaluate an integrated, developmentally appropriate curriculum to meet the social, behavioral, emotional, cognitive, and physical needs of the young child. (Practicing and Engagement)
- Demonstrate competency in developing, implementing and evaluating a broad spectrum of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into early childhood teaching and learning. (Research, Communication and Engagement)

- Translate understanding of subject matter and knowledge of pedagogy into engaging and effective learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well being of the young child. (Collaboration and Advocacy)

Degree Requirements (30 semester hours)

Professional Studies (15 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 651	Contemporary Curriculum Practices in ECE (spring only)
EDUC 690	Introduction to Educational Research (fall only; to be taken the fall prior to degree completion)
EDUC 698	Research Project in Education (spring only; exit criteria; to be taken within last two semesters of program completion)

Choose one of the following:

EDUC 625	Culturally & Educationally Responsive Pedagogy
EDUC 618	Issues of Diversity: Language, Cognition, and Culture* [required for ESOL endorsement]

Related Studies (15 semester hours)

Literacy Studies (6 hours)

EDUC 687	Reading Theory: Research & Best Practices in ECE Reading
EDUC 647	Preventing, Diagnosing, and Correcting Literacy Problems

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

EDMT 601	Problem Solving in Mathematics: ECE/MGE/SEC
EDMT 611	Theory of Arithmetic

Electives (Select 6 hours with advisor approval)

For a Reading Endorsement:

EDUC 662	Clinical Practicum (prerequisite: permission from reading program director) (spring only)
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For an English to Speakers of Other Languages (ESOL) Endorsement:

EDUC 646	Methods of Teaching to ESOL and
EDEN 648	Applied English Linguistics

*[Note: Candidates for the ESOL Endorsement must also complete EDUC 618 within the Professional Studies area above.]

ECE (K-5th) Endorsements in Mathematics or Science

Applicants to the ECE K-5 Mathematics or ECE K-5 Science Endorsement programs may choose to enter the endorsement program as non-degree, post-baccalaureate students, or they may choose to incorporate the endorsement classes within one of the grad-

uate degree programs, either the M.Ed. in Early Childhood or the Ed.S. in Teacher Leadership. Students who are incorporating an endorsement into a degree program must also meet the requirements for admission to that degree program. For all ECE mathematics or science endorsement applicants, the following criteria also apply:

- Clear Renewable Certificate for P-5, 4-8, Special Education/General Curriculum (p-5), or other Special Education fields with a core academic content concentration in mathematics.
- A minimum of one year of teaching experience.
- A minimum grade of C in at least two mathematics content courses in undergraduate or graduate school for the mathematics endorsement and a minimum grade of C in at least two science content courses in undergraduate or graduate school for the science endorsement.

For an Endorsement in ECE Mathematics:

EDMT 677: Number Sense and Algebra in ECE

EDMT 678: Geometry, Measurement, and Data Analysis in ECE

EDUC 679: Mathematics Content Pedagogy

For an Endorsement in ECE Science:

EDSC 674: Conceptual Integrated Science I

EDSC 675: Conceptual Integrated Science II

EDUC 676: Integrated Science Methods with Residency

Other Electives:

EDUC 615 Classroom Management & Applied Learning Strategies with ECE
Special Needs Students

EDUC 639 Teaching Strategies/Classroom Environment for Active
Learning/ECE

[600-level EDUC, EDEN, EDMT, EDSC, or EDSS elective(s) with advisor
approval]

M.Ed. in Middle Grades Education

The M.Ed. program in Middle Grades Education is designed to meet the needs of teachers in grades 4-8. Completion of the planned program (including the prerequisite T-4 certificate in MGE) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Middle Grades M.Ed. Program Goals

The Middle Grades Master of Education program is designed to improve the quality of teaching in grades 4-8. The program offers a wide scope of advanced course content intended to expand levels of knowledge, skills, and dispositions in middle level teachers. Having completed the program of study, candidates will be Transforming Practitioners who possess advanced levels of professional knowledge based on grounded research and the wisdom of best practice; commitment to the cultivation of inquiry and reflection; and dedication to collaboration, advocacy for learners, and life-long learning. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Practitioner.

Middle Grades M.Ed. Program Outcomes

Upon completion of the Middle Grades Master of Education program, the candidate will:

Content and Process: To Know

- Understand how culture, students' approaches to learning, and exceptionalities impact middle school students and their families. (Diversity)
- Understand the major concepts, principles, theories, and research related to young adolescent development. (Understanding)
- Understand principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools. (Understanding)
- Understand the major concepts, principles, theories, and research related to develop middle level curriculum and assessment. (Understanding)
- Understand the major concepts, principles, theories, standards, and research related to their teaching field(s). (Understanding)
- Understand the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents. (Understanding and Practicing)
- Understand the major concepts, principles, theories, and research related to working collaboratively with family and community members. (Diversity and Collaboration)
- Understand the principles, theories, and research related to their professional roles in middle level education. (Understanding)

Application: To Do

- Create learning experiences that make content meaningful for students in grades 4-8 (Practicing and Engagement)
- Articulate and apply learner characteristics during the processes of planning, reflecting upon lessons, and revising instruction. (Practicing, Engagement, and Reflection)
- Possess and implement a repertoire of teaching strategies that improves students' problem solving, decision-making, and critical thinking abilities. (Practicing and Engagement)
- Understand, design, and implement appropriate formal and informal assessment tools and recognize how assessment strategies may impact an individual's life-long learning. (Practicing)
- Take seriously his/her role as an educational scholar who contributes to the knowledge base for teaching and learning. (Research)
- Develop and effectively use curriculum from at least two content areas that addresses the developmental need of the middle grades learner. (Practicing)

Attitude: To Be

- Use effective communication strategies that foster active inquiry, collaboration, and supportive interactions. (Collaboration)
- Behave ethically and collaboratively while advocating for students and for the profession of teaching. (Advocacy)
- Continuously evaluate and reflect upon professional behaviors that impact the learning community of their students and of the teaching profession. (Reflecting)

Degree Requirements (30 semester hours)

Professional Studies (18 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 616	Classroom Management & Applied Learning Theory for MGE/SEC (Fall only)
EDUC 625	Culturally & Educationally Responsive Pedagogy
EDUC 652	Contemporary Curriculum Practices for MGE (Spring only)
EDUC 690	Introduction to Educational Research (fall only; to be taken the fall prior to degree completion)
EDUC 698	Research Project in Education (spring only; exit criteria; to be taken within last two semesters of program completion) (prerequisite: EDUC 690)

Content & Methods (12 semester hours)

EDUC 688	Content Area Literacy Research & Best Practices in MGE/SEC (Spring only)
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Select a minimum of 6 hours in one content concentration area below. The remaining 3 hours may be taken from that same area of concentration or from a different area.

Language Arts

EDUC 647	Prev, Diag, & Correcting/Lit Problems
EDEN 649	Writing Workshop
EDEN 655	Young Adult Literature
EDEN 656	Teaching of a Major Literary Figure or Form
EDEN 699	Special Topics in English

Mathematics

EDMT 601	Problem Solving in Mathematics: ECE/MGE/SEC
EDMT 611	Theory of Arithmetic
EDMT 621	Algebra for the MGE/SEC Teacher
EDMT 631	Geometry for the MGE/SEC Teacher
EDMT 641	Discrete Math for MGE/SEC Teacher
EDMT 668	Workshop in Math Education
EDMT 699	Special Topics in Math

Science

EDSC 612	Life Science for Middle and Secondary Teachers
EDSC 631	Topics of Environmental Science
EDSC 641	Geology for Teachers
EDSC 651	Physical Science for Teachers
EDUC 673	Investigative Science
EDSC 699	Special Topics in Science

Social Science

EDSS 601	Physical and Cultural Geography
EDSS 611	History of Georgia
EDUC 618	Issues of Diversity: Language, Cognition, & Culture
EDUC 685	The Global Age
EDSS 699	Special Topics in Social Science

M.Ed. in Secondary Education

The M.Ed. program in Secondary Education is designed to meet the needs of teachers in grades 6-12. Completion of the planned program (including the prerequisite T-4 certificate in a secondary field) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Secondary Education M.Ed. Program Goals

The Secondary Education Master of Education program is designed to improve the quality of teaching in grades 6-12. The program offers a wide scope of advanced course content intended to expand levels of knowledge, skills, and dispositions in secondary level teachers. Having completed the program of study, candidates will be Transforming Practitioners who possess advanced levels of professional knowledge based on grounded research and the wisdom of best practice; commitment to the cultivation of inquiry and reflection; and dedication to collaboration, advocacy for learners, and life-long learning. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Practitioner.

Secondary Education Master of Education Program Outcomes

Upon completion of the Secondary Education Master of Education program, the candidate will:

Content and Process: To Know

- Have advanced understanding of the central concepts, tools of inquiry, and structures of his/her discipline. (Understanding)
- Have expertise in the key concepts and organization of secondary level education. (Understanding)
- Understand how culture, students' approaches to learning, and exceptionalities impact students and their families. (Diversity)

Application: To Do

- Create learning experiences that make content meaningful for students in grades 6-12. (Practicing and Engagement)
- Articulate and apply learner characteristics during the processes of planning, reflecting upon lessons, and revising instruction. (Practicing, Engagement, and Reflection)
- Possess and implement a repertoire of teaching strategies that improve students' problem solving, decision-making, and critical thinking abilities. (Practicing and Engagement)
- Understand, design, and implement appropriate formal and informal assessment tools and recognize how assessment strategies may impact an individual's life-long learning. (Practicing)
- Take seriously his/her role as an educational scholar who contributes to the knowledge base for teaching and learning. (Research)

Attitude: To Be

- Use effective communication strategies that foster active inquiry, collaboration, and supportive interactions. (Collaboration)
- Behave ethically and collaboratively while advocating for students and for the profession of teaching. (Advocacy)

- Continuously evaluate and reflect upon professional behaviors that impact the learning community of their students and of the teaching profession. (Reflecting)

Degree Requirements (30 semester hours)

Professional Studies (18 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 616	Classroom Management & Applied Learning Theory for MGE/SEC (Fall only)
EDUC 625	Culturally & Educationally Responsive Pedagogy
EDUC 653	Contemporary Curriculum Practices for SEC (Spring only)
EDUC 690	Intro to Educational Research (fall only; to be taken the fall prior to degree completion)
EDUC 698	Research Project in Education (spring only; exit criteria; to be taken within last two semesters of program completion) (prerequisite: EDUC 690)

Content & Methods (12 semester hours)

EDUC 688	Content Area Literacy Research & Best Practices in MGE/SEC (Spring only)
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(Select 9 semester hours from the appropriate content area below.)

English

EDUC 647	Prev, Diag, & Correcting/Literacy Problems
EDEN 649	Writing Workshop
EDEN 655	Young Adult Literature
EDEN 656	Teaching of a Major Literary Figure or Form
EDEN 699	Special Topics in English

Mathematics

EDMT 601	Problem Solving in Mathematics: ECE/MGE/SEC
EDMT 611	Theory of Arithmetic
EDMT 621	Algebra for the MGE/SEC Teacher
EDMT 631	Geometry for the MGE/SEC Teacher
EDMT 641	Discrete Math for MGE/SEC Teacher
EDMT 668	Workshop in Math Education
EDMT 699	Special Topics in Mathematics

Science

EDSC 612	Life Science for Middle and Secondary Teachers
EDSC 631	Topics of Environmental Science
EDSC 641	Geology for Teachers
EDSC 651	Physical Science for Teachers
EDUC 673	Investigative Science
EDSC 699	Special Topics in Science

Social Science

EDSS 601	Physical and Cultural Geography
EDSS 611	History of Georgia
EDUC 618	Issues of Diversity: Language, Cognition, & Culture
EDUC 685	The Global Age
EDSS 699	Special Topics in Social Science

M.Ed. in Reading

The M.Ed. program in Reading is designed to meet the needs of teachers who teach reading in grades P-12. Completion of the planned program (including the prerequisite T-4 certificate) and a passing score on the appropriate content assessment leads to eligibility for master's level certification in Reading by the Georgia Professional Standards Commission.

Reading M.Ed. Program Goals

The M.Ed. Reading program provides teachers with the skills to blend theory with practice. The major goal of the program is to enable candidates to develop knowledge, skills, and strategies and to become collaborators/mediators in improving literacy performance for all students. At this advanced level, teachers are expected to expand on knowledge gleaned from the initial preparation coursework in reading and to develop skills and strategies based on current research to be competent reading teachers.

Reading M.Ed. Program Objectives:

Upon completion of the M.Ed. in Reading Program, the candidate will:

Content and Process: To Know

- Acquire research-based knowledge of language acquisition, reading processes, and theories of reading development
- Understand the roles of phonological and phonemic awareness and word-analysis skills in promoting reading development

Application: To Do

- Demonstrate competency in developing and implementing effective curriculum to promote reading development
- Demonstrate use of a wide range of instructional strategies and techniques, including technology-based practices, to promote reading development
- Recognize the value of formal and informal techniques for assessing reading
- Demonstrate competency in how to interpret and communicate reading assessment information
- Utilize assessment data to plan and guide instruction for readers at all skill levels
- Recognize the need to use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program
- Identify methods for creating a literate environment in the classroom
- Demonstrate methods for promoting literacy as a lifelong skill.

Attitude: To Be

- Continually seek to be reflective, to evaluate personal development, and pursue the development of professional knowledge and dispositions
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for students' literacy development

Degree Requirements (30 semester hours)

Professional Studies (15 semester hours)

- EDUC 603 School Philosophy & Teacher Leadership
- EDUC 625 Culturally & Educationally Responsive Pedagogy
- EDUC 651/652/653 Contemporary Curriculum Practices in
ECE/MGE/SEC (select one) (Spring only)
- EDUC 662 Clinical Practicum (spring only; to be taken within last two
semesters of program)
(prerequisite: permission of Reading Program Director)
- EDUC 690 Intro to Educational Research (fall only; to be taken
the fall prior to degree completion)

Content & Methods (15 semester hours total)

- EDUC 687 Reading Theory: Research & Best Practices in ECE Reading
(Fall only)
- EDUC 688 Content Area Literacy Research & Best Practices in MGE/SEC
(Spring only)
- EDUC 647 Preventing, Diagnosing, & Correcting Literacy Problems
Select one of the following classes:
- EDUC 654 Children's Literature
- EDEN 655 Young Adult Literature

Select one of the following classes:
- EDEN 649 Writing Workshop
- EDUC 698 Research Project in Education
(NOTE: If EDUC 698 is selected, the research project must focus on a topic in
reading education approved by the student's Reading Program advisor.)

Exit Criteria for the Master of Education Degree

Students in the M.Ed. programs in ECE, MGE, and SEC will successfully complete EDUC 698 Research Project as the exit criterion for the degree programs. The exit criterion for the M.Ed. program in Reading is EDUC 662 Clinical Practicum in Reading.

Reading Endorsement

In addition to the M.Ed. in Reading, the Tift College of Education offers a reading endorsement for teachers who hold a valid teaching certificate in any field. Successful completion of the three-course sequence of study with a GPA of at least 3.0 (with no grade lower than a B) will lead to eligibility for an in-field endorsement in reading and will provide the certified teacher with strengthened and enhanced competencies for teaching reading and literacy at the prerequisite certification level. The courses required for the in-field reading endorsement are:

- EDUC 687. Reading Theory: Research & Best Practices in ECE Reading (Fall)
(for ECE) or
- EDUC 688. Content Area Literacy Research & Best Practices
(Spring) (for MG and SEC)
- EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems (Fall)
- EDUC 662. Clinical Practicum (Spring)

English to Speakers of Other Languages (ESOL) Endorsement

An endorsement in English to Speakers of Other Languages (ESOL) is available to Tift College of Education students who hold a valid teaching certificate in any field. Successful completion of the three course sequence (with no grade below B) will lead to eligibility for an in-field endorsement in ESOL. The courses required for the endorsement are the following:

EDEN 648	Applied English Linguistics
EDUC 618	Issues of Diversity: Language, Cognition, & Culture
EDUC 646	Methods of Teaching English to Speakers of Other Languages

The ESOL endorsement sequence may be completed in a non-degree status or as electives within an M.Ed. or Ed.S. teacher preparation program.

ECE (K-5th) Endorsements in Mathematics or Science

Applicants to the ECE K-5 Mathematics or ECE K-5 Science Endorsement programs may choose to enter the endorsement program as non-degree, post-baccalaureate students, or they may choose to incorporate the endorsement classes within one of the graduate degree programs, either the M.Ed. in Early Childhood or the Ed.S. in Teacher Leadership. Students who are incorporating an endorsement into a degree program must also meet the requirements for admission to that degree program. For all ECE mathematics or science endorsement applicants, the following criteria also apply:

- Clear Renewable Certificate for P-5, 4-8, Special Education/General Curriculum (p-5), or other Special Education fields with a core academic content concentration in mathematics.
- A minimum of one year of teaching experience.
- A minimum grade of C in at least two mathematics content courses in undergraduate or graduate school for the mathematics endorsement and a minimum grade of C in at least two science content courses in undergraduate or graduate school for the science endorsement.

For an Endorsement in ECE Mathematics:

EDMT 677: Number Sense and Algebra in ECE

EDMT 678: Geometry, Measurement, and Data Analysis in ECE

EDUC 679: Mathematics Content Pedagogy

For an Endorsement in ECE Science:

EDSC 674: Conceptual Integrated Science I

EDSC 675: Conceptual Integrated Science II

EDUC 676: Integrated Science Methods with Residency

Special Student Classification

Students seeking re-certification, teacher certification in an additional field, transient enrollment, or initial certification in a non-degree status will be assigned to the classification of "Special Student." This classification allows students to enroll for graduate credit upon completion of the following admissions requirements:

1. Application
2. A \$25 application fee.
3. Transcripts (2 official copies of each) (not required for transient students)

4. Additional requirements as applicable:
 - a. Initial certification students: Undergraduate GPA of 2.5 or better.
 - b. Re-certification or add-on certification: If appropriate, a copy of a letter from the Professional Standards Commission or school system outlining the courses required for re-certification or for adding a field.
 - c. Transient students: Copy of a letter of transient permission from the degree granting college or university.
5. A non-degree student who holds a masters degree and who is seeking initial certification must meet the progression criteria as specified in the Master of Arts in Teaching section.

SPECIALIST IN EDUCATION IN TEACHER LEADERSHIP

General Degree Information

1. A minimum of 30 semester hours beyond a master's degree, in approved upper-level courses, will be required in the Ed.S. program. Additional courses beyond the 30-hour minimum may be required for students who hold master's degrees in fields other than education and thus lack some of the required M.Ed. courses.
2. Graduate work taken at Mercer prior to admission to the Ed.S. program cannot be applied to the degree.
3. A student may transfer six graduate semester hours to the Ed.S. program, providing the course work was completed by the student while enrolled in an equivalent 6th year degree program at an accredited college or university and if the course work is evaluated as being equivalent to an appropriate class within the student's program of study.
4. The College will provide courses to meet all program requirements within a minimum of two calendar years from the time the student enrolls. The College is under no obligation to grant individualized study through directed/independent study courses or special topics courses unless the College fails to schedule the course requirements within the time specified.

Mercer University's Teacher Leadership Program is designed as an advanced degree program for certified teachers in any teaching field who want to increase their instructional and leadership skills beyond the master's level of competence. This applied degree program provides experiences for development as a professional educator working with other educators as well as for enhancement of the teacher's knowledge of best practices within the classroom environment. Successful completion of the program will fulfill the requirements for the Specialist in Education degree in Teacher Leadership and will lead to eligibility for an upgrade of the candidate's teaching certificate to a T-6 certificate. The program does not lead to an endorsement in Teacher Leadership.

Program Goals for the Ed.S. in Teacher Leadership

1. To develop and strengthen the professional leadership skills and abilities of teachers.
2. To prepare teacher leaders for P-12 schools.
3. To develop and strengthen the ability of teachers to apply action research to the classroom/school setting.

4. To increase the theoretical and practical knowledge of teachers in their fields of study.
5. To provide a professional development and growth opportunity for classroom teachers seeking an advanced degree.

Program Outcomes for the Ed.S. in Teacher Leadership

Teacher leaders will:

1. Understand the social-cultural, legal, political, and philosophical forces that influence the school environment.
2. Collect and interpret research and translate research findings into applied practice.
3. Collaborate effectively with colleagues in the decision making process.
4. Demonstrate advanced curricular, instructional, and assessment practices.
5. Understand the school culture and how to initiate and support change in schools.
6. Process the knowledge and skills necessary to support the development of colleagues in individual, small group, and large group interactions.
7. Model professional dispositions.
8. Be reflective professionals who take leadership roles in schools and/or programs.

Admission Requirements

All persons who wish to enter the Ed.S. program must file a formal written application for admission. To be admitted to the Ed.S. program, an applicant must:

1. Hold a master's degree from an accredited institution and possess or be eligible for a master's level certificate in a teaching field.
2. Have a 3.5 grade point average on all graduate work attempted.
3. Have completed three years of acceptable teaching experience.
4. Submit results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These include the Graduate Record Examination (target score of 147 verbal and 143 quantitative, 3.5 analytical writing for exams taken after August 2011; 900 verbal/quantitative combined for pre-August 2011 exams) or the Miller Analogies Test (target score of 406). Scores must be less than six years old at the time of admission.
5. Two official copies of all transcripts.
6. A \$25 application fee.

Ed.S. in Teacher Leadership Degree Requirements

Degree Requirements 30 semester hours

Professional Studies (18 semester hrs.)

EDUC 702	Philosophy of Education
EDUC 710	Advanced Measurement and Assessment Teaching
EDUC 720	Advanced Curriculum & Instruction
EDUC 721	Leadership in Teaching
EDUC 722	Leadership in Professional Development

EDUC 730 Organization Development in Schools

EDUC 790 Research for Practitioners

Content and Related Studies (12 hours)

With advisor approval, each student will select four courses (12 hours) from appropriate graduate classes at the 600 or 700 level. [NOTE: With permission, students may choose to select their electives from the courses required for endorsements in Reading, ESOL, ECE mathematics, ECE science. See catalog section on Endorsements for more detailed information. Additional classes beyond the 30 hours for the Ed.S. may be required to complete the endorsement area.]

Doctor of Philosophy Degree in Curriculum and Instruction

The Ph.D. in Curriculum and Instruction program reflects those societal changes that are placing an ever increasing emphasis upon the evolving role of the professional educator. While traditional perspectives position the educator as an “expert teacher,” Mercer University recognizes the importance of preparing doctoral level students as Transforming Curriculum and Instructional Leaders. Based on this recognition, the Ph.D. Curriculum and Instruction program is designed to prepare transforming curriculum and instructional leaders for local, state, and national levels. The program is designed to develop the credentials and expertise necessary for success in areas of educational need across the country. The fundamental goals of the program are designed to enrich the lives of all participating.

Goals and Program Outcomes of the Curriculum and Instruction Ph.D. Program

- 1. To prepare researchers for university, P-12, and political arenas.**
 - a. The candidate uses knowledge in relation to curriculum, instruction, and/or teacher education. (To Know)
 - b. The candidate informs and educates those involved in making governmental policies and regulations at local, state, and/or national levels to support and improve curriculum and instruction. (To Do)
 - c. The candidate systematically reflects, both informally and formally, on the relationships between research and practice. (To Be)
- 2. To enhance candidate knowledge of the learner.**
 - a. The candidate extends his/her knowledge of the cognitive, social/emotional, physical, and aesthetic development of the learner. (To Know)
 - b. The candidate advocates for the cognitive, social/emotional, physical, and aesthetic development of the learner in a variety of ways. (To Do, To Be)
- 3. To develop curriculum leaders.**
 - a. The candidate will broaden his/her understanding and knowledge of the historical, philosophical, and theoretical foundations of planning, implementing, and evaluating curriculum. (To Know)
 - b. The candidate will articulate his/her philosophical and theoretical curricular position in multiple ways; understand the political and theoretical contexts for planning, implementing, and evaluating curriculum; and provide curriculum leadership at various levels (e.g., local, state, and national). (To Do, To Be)
- 4. To develop instructional leaders.**
 - a. The candidate will construct appropriate and accurate knowledge of instructional strategies and techniques that incorporates critical analysis of current research and pedagogical approaches. (To Know)

- b. By demonstrating critical thinking and problem solving among educators, community agencies, and families, the candidate will provide instructional leadership for pedagogically sound and innovative practices in teaching. (To Do, To Be)

Admission Requirements

Candidates who are admitted to the Ph.D. in Curriculum and Instruction program should represent the highest in academic standards. Not all qualified applicants will be accepted. All admission requirements must be met with required documents on file prior to registration for the first course. The Ph.D. program in Curriculum and Instruction is offered as a cohort model, with new cohorts admitted each academic year.

1. A completed Ph.D. in Curriculum and Instruction application form
2. A copy of a teaching certificate at or above the master's level.
3. A current vita or resume.
4. Two official copies of all transcripts of your academic work.
5. A GPA of 3.5 accrued from previous graduate work.
6. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. For the doctoral program, the test is the Graduate Record Examination (target score of 151 verbal, 151 quantitative, 4.0 analytical writing for exams taken after August 2011; 1100 verbal/quantitative combined and 4.0 analytical writing for pre-August 2011 exams). Scores must be less than six years old at the time of admission. GRE scores are not the sole criteria; applicants with scores lower than the target are encouraged to apply and will need to provide stronger evidence of the ability to complete doctoral courses and independent research.
7. Three professional letters of recommendation.
8. A \$35.00 non-refundable admissions processing fee made payable to Mercer University.
9. Participation in a required interview with program faculty.
10. A signed and dated narrative of career and academic goals and a writing sample to be completed as part of the application process.
11. A minimum of three years' teaching experience.

Degree Requirements – 63 semester hours

Ph.D. C & I Core (36 semester hours)

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

Ph.D. C & I Research Block (15 semester hours)

EDCI 807	Foundations of Educational Research
EDCI 811	Quantitative Research Methodology
EDCI 812	Qualitative Research Methodology
EDCI 813	Advanced Inferential Statistics
EDCI 851	Advanced Research Design

Ph.D. C & I Dissertation (12 semester hours)

EDCI 809	Doctoral Seminar One
EDCI 817	Doctoral Seminar Two
EDCI 837	Doctoral Seminar Three
EDCI 843	Doctoral Seminar Four
EDCI 871	Doctoral Seminar Five
EDCI 875	Doctoral Seminar Six

Continuous Registration for Dissertation Credits

Doctoral candidates must be registered for dissertation credits during any semester in which they use university facilities or the professional time of faculty members while the dissertation work is in progress. If the candidate uses university personnel or services he/she must register for the three (3) semester course, EDCI 881 Independent Study and Research. If the candidate does not complete the dissertation during the semester in which the candidate defends the dissertation, then the candidate must register for EDCI 881 Independent Study and Research during each semester thereafter until the candidate submits final copies of the dissertation.

Exit Criteria for the Doctor of Philosophy Degree in Curriculum and Instruction

A dissertation is required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from their graduate advisors, a copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the Tift College of Education, a dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees.

GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP

CONCEPTUAL FRAMEWORK: THE TRANSFORMATIONAL LEADER

TO KNOW

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

1. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
2. Demonstrates leadership and expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.

3. Shows leadership and understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs and learning styles of diverse and special needs learners.

TO DO

To Do the work of a professional educational leader in encouraging the planning and implementation of well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

1. Plans, implements and assesses a well-integrated developmentally appropriate, and culturally responsive school vision that is well grounded in pedagogical and psychological theory.
2. Leads educators to individualize, differentiate, and adapt instruction to meet the needs of diverse and special needs learners.
3. Leads educators to use a wide variety of methods, strategies, technology, and materials.
4. Develops, articulates, and implements a vision that promotes a positive culture, provides effective programs, applies best practices, and helps to develop the professional growth of all personnel.
5. Manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective environment.

TO BE

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the organizational, community, and global environment.

1. Uses feedback, reflection, research, and collaboration to enhance leadership performance, make decisions, develop and modify leadership skills, and grow as a professional.
2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
3. Models positive and effective interpersonal skills by collaborating and responding to diverse community interests and needs, and by mobilizing community resources.

Educational Leadership Program Outcomes

Candidates who complete the programs in Educational Leadership are educational leaders who will be able to promote the success of ALL by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by all. **To Know**
2. Advocating, nurturing, and sustaining a school and programs conducive to learning and professional growth. **To Know and To Do**
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment. **To Know and To Do**
4. Collaborating and responding to diverse interests and needs, and mobilizing resources. **To Know, To Do and To Be**

5. Acting with integrity, fairness, and in an ethical manner. **To Be**
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **To Know, To Do and To Be**
7. Synthesizing and applying program knowledge and skills through substantial, sustained, standards-based work in real settings. **To Know, To Do and To Be**

MASTER OF EDUCATION IN HIGHER EDUCATION LEADERSHIP

The M.Ed. in Higher Education Leadership aligns with the conceptual framework of the college, The Transformational Leader. In response to the lack of national standards for the preparation of higher education leaders, faculty developed the Mercer University Standards for Higher Education Leadership, a set of 13 standards with 61 embedded elements, to guide the design of this program. The M.Ed. program is designed for individuals who are seeking careers as directors, coordinators, managers, or supervisors in higher education at the mid-administration or mid-management level. Examples include Director of Financial Aid, Director of Housing, Director of Intercollegiate Athletics, Director of Human Resources, Director of Academic Advising, Director of Safety, Coordinator of Student Support Services, or Supervisor of Maintenance. Candidates will have two options – Higher Education Leadership (HEDL) or Higher Education Leadership with Academic Advising Concentration (AAC). Further, candidates will choose from one of two tracks - Community College/Technical College or Four-year Private or Public Institution. An optional Concentration in Academic Advising may be simultaneously earned by candidates in either program track by completing a 5-course curriculum that complies with the academic coursework established by the National Academic Advising Association (NACADA). Individuals who already hold a master's degree or higher, but are not enrolled in the proposed M.Ed. program, may apply to earn the non-degree Academic Advising Concentration.

Program Goals for the M.Ed. in Higher Education Leadership

In addition to the program outcomes for all educational leadership programs at Mercer, the primary objective of the Master's degree in Higher Education leadership is to provide students a broad-based, scholarly foundation in higher education organization, structure, administration, and governance to prepare them for entry-or mid-level leadership positions in postsecondary education. Students will select one of two higher education tracks: 4-year institutions or 2-year institutions, and their subsequent coursework will be tailored to that track. Graduates will emerge with a strengthened understanding of higher education institutions, prepared to assume leadership responsibilities in a variety of professional areas including admissions, student affairs, student services, advising, diversity, alumni relations and development, finance, human resources, facilities, athletics, and enrollment management.

Admission Requirements for the M.Ed. in Higher Education Leadership:

To be considered for full admission, applicants must submit:

1. Hold a bachelor's (or higher) degree in an approved field from an accredited university.

2. Submit two official copies of transcripts from ALL colleges/universities previously attended. Minimum GPA is 2.75.
3. Submit official GRE scores no older than 5 years from date of admission. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing (800 verbal quantitative combined for pre-August 2011 GRE exams). GRE scores are not the sole criteria for admission; applicants with scores lower than target may apply, but will need to provide strong evidence of his or her ability to complete graduate coursework and internship requirements.
4. Submit two official letters of recommendation (from former and/or current supervisors or instructors only).
5. Submit a \$30 application fee (waived for current Mercer students and Mercer graduates).
6. Submit a signed and dated narrative of career and academic goals.
7. Be interviewed by program faculty.

M.Ed. in Higher Education Leadership Degree Requirements (36 semester hours)

The program requires 36 semester hours of coursework, in addition to an internship and the completion of an action research project. The program is delivered face-to-face and online.

Core Professional Studies (24 hours)

EDEL601 Introduction to Higher Education
 EDEL604 Leadership Theory
 EDEL609 Internship
 EDEL610 Institutional Effectiveness and Assessment
 EDEL611 Legal Issues in Higher Education
 EDEL614 Leadership in Intercollegiate Athletics
 EDEL695 Educational Research for School Leaders
 COUN613 Cultural Perspectives in Counseling

Leadership Track (either 4-year or 2-year)

4-year Institution Leadership (12 hours)

EDEL602 Contemporary College Student in 4-year Institutions
 EDEL607 Higher Education Organization and Governance of 4-year Institutions
 EDEL612 Human Resource Management in 4-year Higher Ed. Institutions
 EDEL616 Finance for Higher Education Leaders in 4-year Higher Ed. Institutions

2-year Institution Leadership (12 hours)

EDEL603 Contemporary College Student in 2-year Institutions
 EDEL608 Higher Education Organization and Governance of 2-year Institutions
 EDEL613 Human Resource Management in 2-year Higher Ed. Institutions
 EDEL617 Finance Management in 2-year Higher Ed. Institutions

OPTIONAL ACADEMIC ADVISING CONCENTRATION FOR DEGREE CANDIDATES

A degree candidate may opt to add-on the Academic Advising Concentration to his or her degree by following the information by tracks (4-year or 2-year) shown below:

4-year Institution Leadership with AAC add-on, instead of general track

EDEL606 Foundations of Academic Advising
COUN601 Career/Vocational Counseling
COUN614 Lifespan Development
EDEL602 Contemporary College Student in 4-year Institutions
COUN613 Cultural Perspectives in Counseling

2-year Institution Leadership with AAC add-on, instead of general track

EDEL606 Foundations of Academic Advising
COUN601 Career/Vocational Counseling
COUN614 Lifespan Development
EDEL603 Contemporary College Student in 2-year Institutions
COUN613 Cultural Perspectives in Counseling

ACADEMIC ADVISING CONCENTRATION ONLY (NO DEGREE)

Students admitted to the non-degree, add-on AAC program only, must successfully complete the following 5 courses:

Academic Advising Concentration Add-on Only (15 hours)

EDEL602 Contemporary College Student in 4-year Institutions (OR EDEL603 Contemporary College Student in 2-year Institutions)
EDEL606 Foundations of Academic Advising
COUN601 Career/Vocational Counseling
COUN613 Cultural Perspectives in Counseling
COUN614 Lifespan Development

Ed.S. IN EDUCATIONAL LEADERSHIP

The specialist degree in Educational Leadership aligns with the conceptual framework of the college, The Transformational Leader, and is correlated with the latest national standards in educational leadership, as established by the ELCC (Educational Leadership Constituent Council). The degree program includes two tracks: one for building-level P-12 school leaders and another for system-level P-12 school leaders. Two separate degree options exist: 1) degree-only (30 hours, does not lead to certification eligibility) and 2) performance-based (33 hours, leads to PL-6 certification eligibility).

Program Goals for the Ed.S. in Educational Leadership

- 1. To prepare building-level and system-level educational leaders for Georgia's schools.** Research and experience indicate that principals and supervisors play a crucial role in the success of our schools. Genuine school improvement takes place in the local school or district setting. The opportunity to educate leaders who will give direction to public schools is significant and meaningful. Mercer University seeks to prepare dynamic building and system level leaders who will be transformational in the professional community.
- 2. To meet the growing demands for highly-skilled school leaders in Georgia.** The need for highly skilled school leaders is critical for Georgia's school systems.
- 3. To develop partnerships with public schools and agencies.** Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve institutional and leadership development.

Program Eligibility

There are several different categories of eligibility for this program (note: every applicant's admission is contingent on school system written verification of performance-based internship eligibility):

1. Applicants holding current clear renewable L6 or L7 leadership certification are eligible for the non-degree, performance-based internship-only option. Candidates in this program are required to complete a year-long performance-based internship by enrolling in 6 semester hours of EDEL645B (3 hours during the Fall semester, followed by 3 hours during the subsequent Spring semester). Upon successful completion, candidates are eligible to apply for performance-based certification (PL-6 or PL-7).
2. Applicants holding a degree at the Ed.S. (or higher) in Educational Leadership from an accredited college or university and are a certified Georgia educator are eligible to apply for non-degree, certification-only option. Candidates in this program are required to complete a year-long performance-based internship by enrolling in 6 semester hours of EDEL645B (3 hours during the Fall semester, followed by 3 hours during the subsequent Spring semester). Upon successful completion, candidates are eligible to apply for performance-based certification (PL-6 or PL-7).
3. Applicants holding a master's degree in Educational Leadership from an accredited college or university and are a certified Georgia educator are eligible to apply for the Performance-based Ed.S. degree program. Candidates in this program are required to complete the 33-hour degree program, which includes a year-long performance-based internship. Upon successful completion on the program, candidates are eligible to apply for performance-based certification (PL-6).
4. Applicants holding current NL-5 certification are eligible to apply for the Performance-based Ed.S. degree program. Candidates in this program are required to complete the 33-hour core degree program, which includes a year-long performance-based internship. Upon successful completion on the program, candidates are eligible to apply for performance-based certification (PL-6).
5. Applicants holding current Georgia certification at the T5 (or higher) level are eligible to apply for the Performance-based Ed.S. degree program. Candidates are

then required to complete the 39-hour degree program, which includes two pre-service courses (6 semester hours total) before beginning the 33-hour core program (which also includes a year-long performance-based internship). Upon successful completion on the program, candidates are eligible to apply for performance-based certification (PL-6).

There is also a **degree-only option** for applicants who do not meet performance-based eligibility (or choose not to pursue performance-based certification). This option leads to an Ed.S. degree in Educational Leadership, but does not lead to certification (unless the graduate already holds current L5 certification, in which case he or she may be eligible to upgrade to L6). Upon acceptance into the non-degree Ed.S. program, candidates are required to complete the 30-hour degree program, which does not include a performance-based internship. Upon completion, graduates of this program option would then meet performance-based eligibility (line 2 above) should they wish to pursue certification.

Admission Requirements for the Ed.S. in Educational Leadership:

In order to be eligible for the performance-based option, applicants must meet specific requirements set by the Georgia PSC. Applicants who do not meet pre-service eligibility must successfully complete the pre-service courses (6 semester hours total) before enrolling in performance-based coursework.

Note: Application materials will be considered by program faculty, who will then make decisions regarding acceptance. All Tift College of Education programs adhere to a holistic review policy for admissions.

To be considered, applicants must:

1. Meet program eligibility standards as defined in the section above.
2. Hold a master's (or higher) degree in an approved field from an accredited university.
3. Have completed at least 3 years of certified school experience.
4. Submit two official copies of transcripts from ALL colleges/universities previously attended. Minimum graduate GPA is 3.0.
5. Submit a copy of current Georgia (level 5 or higher) teaching and/or leadership certification.
6. Hold a school leadership role or position, as defined by the Georgia Professional Standards Commission (this must be verified by the school system). (Performance-based applicants only.)
7. Submit official GRE scores no older than 5 years. Target scores: 147 verbal, 143 quantitative, 4.0 analytical writing (900 verbal quantitative combined for pre-August 2011 GRE exams). GRE scores are not the sole criteria for admission; applicants with scores lower than target may apply, but will need to provide strong evidence of his or her ability to complete graduate coursework above the master's degree level, as well as rigorous internship requirements.
8. Submit a current vita or résumé.
9. Submit three official letters of recommendation; one of these must be from a school system supervisor.
10. Submit a \$30 application fee (waived for current Mercer students and Mercer graduates).

11. Submit a signed and dated narrative of career and academic goals.
12. Complete a writing sample. (This can be completed at the same visit as the interview.)
13. Be interviewed by program faculty.

Ed.S. in Educational Leadership Degree Requirements (33 semester hours for Performance-based candidates; 30 semester hours for Degree-only candidates)

(Note: Candidates who are admitted based on line 5 under the Program Eligibility section above must complete two 3-hour pre-service courses before enrolling in any of the following core courses. These candidates' total program hours will be 39, rather than 33, hours.)

Professional Studies (21 hours)

- EDEL 605 Leadership in Curriculum (3 hours)
- EDEL 615 Leadership in Today's Schools (3 hours)
- EDEL 625 Managing the School Environment (3 hours)
- EDEL 635 Assessment and Evaluation (3 hours)
- EDEL 645 A Internship I (3 hours)
- EDEL 655 School Law (3 hours)
- EDEL 665 Leadership in Instructional Supervision (3 hours)

Pre-service Coursework (6 hours)

- EDEL 705 School Leadership Preservice I (3 hours)
- EDEL 706 School Leadership Preservice II (3 hours)

Performance-based candidates select one of two tracks: Building-level or System-Level

Building-Level Track (12 hours)

- EDEL 703 The Principalship (3 hours)
- EDEL 697 School, Community and Society (3 hours)
- EDEL 645B Internship II (performance-based internship hours - this 3-hour course must be taken during both Fall and Spring semesters of the final year) (6 total hours)

System Level Track (12 hours)

- EDEL 704 The Superintendency (3 hours)
- EDEL 685 Technology for School Leaders (3 hours)
- EDEL 645B Internship II (performance-based internship hours - this course must be taken during both Fall and Spring semesters of the final year) (6 total hours)

Degree-only Ed.S. in Educational Leadership(30 hours)

Professional Studies (21 hours)

- EDEL 605 Leadership in Curriculum (3 hours)
- EDEL 615 Leadership in Today's Schools (3 hours)
- EDEL 625 Managing the School Environment (3 hours)
- EDEL 635 Assessment and Evaluation (3 hours)
- EDEL 645A Internship I (3 hours)

- EDEL 655 School Law (3 hours)
- EDEL 665 Leadership in Instructional Supervision (3 hours)

Degree-Only Option (9 hours)

- EDEL 703 The Principalship (3 hours)
- EDEL 697 School, Community and Society (3 hours)
- EDEL 685 Technology for School Leaders (3 hours)

Exit Criteria for the Performance-based Specialist in Education Degree in Educational Leadership

The exit criteria for the Ed.S. in Educational Leadership is participation in all annual Leadership Academies during which candidates are enrolled successful completion of the LiveText Portfolio, and EDEL 645B Internship II.

Doctor of Philosophy Degree in Educational Leadership

The Doctor of Philosophy (Ph.D.) degree in Educational Leadership complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the Tift College of Education. The mission of the Educational Leadership program is to promote the acquisition and development of skills, values, and motivation for growth in leadership positions; thereby improving the entire educational segment of society. These leaders will be knowledgeable in the foundations of educational thought, as well as in the science, craft, and art of leadership. In addition, they will study the specialties appropriate to their career goals and acquire the research and evaluation skills essential to both leadership practice and scholarly inquiry. Candidates are given the choice to specialize in either P-12 School Leadership or Higher Education Leadership. The program was designed to provide its candidates with a solid blend of educational theory, research, and practice. The program's conceptual framework, curriculum strands, and program outcomes provide all candidates with a 24 semester-hour core knowledge base, supported by qualitative and quantitative research strategies (15 semester-hours), and 24 semester-hours of specialization-specific courses.

Goals of the Ph.D. Program in Educational Leadership

1. To provide an understanding of the importance of education in society and of the significance of leaders and the effects they have on society.
2. To enable candidates to gain higher-level skills necessary to pursue careers in leadership in schools, colleges and universities, corporations, and other educational agencies.
3. To provide opportunities for experienced leaders to improve the skills they possess.
4. To enable educational leaders to grow professionally throughout their careers by becoming self-initiating professionals who build upon knowledge of inquiry and motivation to renew their skills.

Admission Requirements

Candidates who are admitted to the Ph.D. program should represent the highest in academic standards. Not all qualified applicants will be accepted. Criteria for candidates applying for admission include:

1. A complete application packet for the Ph.D. in Educational Leadership

2. For P-12 School Leadership track applicants: copy of current Leadership certification from the Georgia Professional Standards Commission
3. For Higher Education Leadership track applicants: documentation of appropriate higher education experience
4. Target scores: 151 verbal, 151 quantitative, 4.0 analytical writing on the REVISED GRE; 1100 verbal/quantitative combined for pre-August 2011 GRE scores (GRE scores are not the sole criteria for admission; applicants with scores lower than the target may apply, but will need to provide strong evidence of his or her competence for completing rigorous doctoral coursework)
5. A current vita or resumé
6. Two official copies of all transcripts of academic work (minimum cumulative graduate GPA of 3.5 required)
7. Three professional letters of recommendation (one of these letters must be from a supervisor)
8. A \$35 non-refundable admissions processing fee made payable to Mercer University
9. Completion of an in-person, onsite writing sample
10. Participation in an interview with program faculty, if invited
11. A signed and dated written narrative of career and academic goals

Applicants with Incomplete application files will not be considered for admission. The Ph.D. in Educational Leadership is offered as a cohort model, with new cohorts admitted each academic year.

Degree Requirements – 63 semester hours

Each course listed is 3 semester hours

Ph.D. Core (24 semester hours)

EDEL 800	Advanced Leadership Theory
EDEL 801	Organizational Theory and Behavior
EDEL 820	Literature Review of Current Issues in Educational Leadership
EDEL 830	The Ethics of Leadership
EDEL 898	Dissertation I (3 hours)
EDEL 899	Dissertation II (9 hours)

Ph.D. Research Block (15 semester hours)

EDEL 810	Seminar in Research Methodology
EDEL 811	Quantitative Research Methodology
EDEL 812	Qualitative Research Methodology
EDEL 813	Advanced Inferential Statistics
EDEL 814	Topics in Advanced Research Methods

Professional Studies (24 semester hours) – P-12 School Leadership Track

EDEL 821	Policies, Politics & Cultural Aspects of School Leadership
EDEL 822	Collaborative Strategies: Strengthening Internal and External Relationships
EDEL 823	Human Motivation Leadership

EDEL 824	Legal Research and Analysis
EDEL 825	Learning and Cognition in Curriculum and Instruction
EDEL 831	Effective Human Resources Practices
EDEL 832	School Finance and Budgeting
EDEL 833	Facilitating Professional Learning and Development

Professional Studies (24 semester hours) – Higher Education Leadership Track

EDEL 815	Assessment and Institutional Effectiveness
EDEL 816	Comprehensive Planning in Higher Education
EDEL 841	Higher Education Student Affairs
EDEL 843	Higher Education Academic Affairs
EDEL 844	Administration and Finance in Higher Education
EDEL 845	Higher Education Law
EDEL 846	Policy and Politics in Higher Education
EDEL 850	Internship in Educational Leadership

Performance-Based (PL-7) Building Level or System Level Track Option

After completing all requirements of the Educational Leadership Ph.D. in P-12 School Leadership, candidates who meet Georgia PSC requirements for Performance-based eligibility may complete the requirements to become eligible for PL-7 status by completing a year-long internship. (See Internship II, EDEL 645B in the Ed.S section.) For admission into this PL-7 certification only option, candidates must meet all requirements set by the Georgia PSC.

Academic Standards

Candidates for the Ph.D. in Educational Leadership degree must meet and maintain the following program standards:

1. A cumulative grade point average of 3.5 or above on a 4.0 scale is required to graduate.
2. No grade below a B may be used to satisfy degree requirements.
3. A course in which a candidate earns a C or lower may be repeated only once. Up to 6 semester hours of courses for graduate credit may be repeated. A candidate may not take an equivalent course at another university to replace a grade earned at Mercer.
4. All degree requirements must be completed within a six-year period.
5. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Exit Criteria for the Doctor of Philosophy Degree in Educational Leadership

A dissertation is required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from their graduate advisors, a copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the Tift College of Education, the dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating pay-

ment of all applicable graduation and dissertation fees. All additional program-specific requirements must be met.

TIFT COLLEGE OF EDUCATION COURSE DESCRIPTIONS

NOTE: Course requirements may include field experiences.

CURRICULUM AND INSTRUCTION (EDCI)

EDCI 805. The Transforming Curriculum & Instructional Leader (3 hours)

The purpose of this course is to develop an understanding of the roles of the Transforming Curriculum & Instructional Leader. These roles will be examined within the local, state, and national contexts of politics, education policy development, and policy implementation. Issues such as the nature of interest groups, political goals and strategies; external advocacy groups and organizations; and the role of the local school board, the state board of education, and the state legislature will be examined. Recent major educational reform efforts will be critiqued and potential future trends will be examined.

EDCI 807. Foundations of Educational Research (3 hours)

A study of research methods and statistics as applied to the field of education. Emphasizes qualitative and quantitative methodological approaches; enables students to become more effective consumers of research; prepares students for subsequent and related courses; and provides a foundation for students to be able to conduct original research.

EDCI 809. Doctoral Seminar One (2 hours)

The candidate will demonstrate an understanding of the dissertation process (i.e., discuss prospectus, Qualifying Transition Point Assessment, proposal, selection of committee, IRB process, and dissertation). Reading and discussing research on teaching will support candidates' beginning focus toward the dissertation problem and questions. Graded: S (Satisfactory) or U (Unsatisfactory)

EDCI 811. Quantitative Research Methodology (3 hours)

In this course, students will explore the assumptions and methods of the quantitative approach in educational research. First, students will review the major concepts in the research process. Next, students will examine procedures for collection and analysis of quantitative data in education. The focus will be on enabling students to know when to apply different statistical procedures to answer research questions of interest. Students will explore inferential statistics, and use hypothetical data to conduct several inferential tests such as the t test, correlation coefficients, Chi Square, and ANOVA. Prerequisite: Seminar in Research Methodology or Foundations of Educational Research.

EDCI 812. Qualitative Research Methodology (3 hours)

The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of education. Through its readings and assignments, this course will equip you with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets of qualitative research is awareness of one's own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout the course as they relate to those biases and to ethical research. Prerequisite: Seminar in Research Methodology or Foundations of Educational Research, and Quantitative Research Methodology.

EDCI 813. Advanced Inferential Statistics (3 hours)

In this class, students will continue to develop their skills in using and interpreting inferential statistics. Students will become familiar with the following methods of data analysis: multiple regression, logistic regression, the general linear model (ANOVA, ANCOVA, FANOVA, Repeated measures, and mixed-design ANOVA), non-parametric analysis, MANOVA, exploratory factor analysis, categorical data analysis, and multilevel linear models. The emphasis will be on hands-on SPSS analysis and interpretation of quantitative education research data. After taking this course, students are expected to be highly competent producers and consumers of quantitative educational research.

EDCI 815. History of Curriculum (3 hours)

Examines the history of competing movements in American curricular thinking and the individuals who created them. Attention is given to the cultural and instructional contexts and the political climates and agendas prevalent at those times. Emphasis is placed on primary source readings and the position of curricular thinking within an evolving national educational system.

EDCI 817. Doctoral Seminar Two (2 hours)

The candidate will demonstrate an understanding of the dissertation process by identifying and writing a research problem and research questions supported by research on teaching readings and discussions. APA guidelines will be presented. Graded S (Satisfactory) or U (Unsatisfactory)

EDCI 819. Student Cognition and Motivation (3 hours)

The course focuses on a social cognitive view of student learning. Examination of and research in the areas of students' knowledge structures, cognitive and self-regulated learning, cognitive and meta-cognitive reasoning, problem solving, and critical thinking provide a foundation for curriculum planning and instruction. Social cognitive and motivational topics include self-worth theory and expectancy-value models. An explicit connection links cognitive and motivational constructs theoretically and empirically.

EDCI 821. Content Learning for the Adolescent Learner (3 hours)

Examines and analyzes the similarities and differences of structure among the content disciplines with resulting implications for curriculum design, instruction, and learning. Attention is given the relationship of language, culture, and cognition on content learning by middle and secondary adolescent learners.

EDCI 825. Assessing the Child through an Inclusive Lens (3 hours)

A study of the intricacies of the assessment process and the nexus between curriculum and assessment. Attention given to the educational assessment methods and procedures used in decision making and program planning for all students. Investigation of the aspects of the assessment process as it reflects commitment to professional integrity, intellectual stamina, social justice, and responsible stewardship of children.

EDCI 826. Changing Views of Learner Assessment (3 hours)

This course is designed to provide doctoral level candidates with the foundation for understanding the intricacies of student assessment. This course will focus on the educational assessment methods and procedures used in local, state, national, and international settings. For the purpose of decision making and program planning for students across ability levels, including those with learning needs and/or those from culturally or linguistically diverse backgrounds, students will investigate the aspects of the assessment process as it reflects commitment to professional integrity, intellectual stamina, social justice, and stewardship.

EDCI 835. Curriculum Theory (3 hours)

A study of the theoretical underpinnings of curriculum and influential curriculum theorists. Includes examination of the theoretical constructs of curriculum as a body of knowledge to be transmitted, as product, as process, and as praxis.

EDCI 837. Doctoral Seminar Three (2 hours)

The candidate will demonstrate an understanding of the dissertation process by demonstrating an ability to follow APA guidelines; demonstrating an understanding of the IRB application process; identifying the components of a dissertation. Graded S (Satisfactory) or U (Unsatisfactory)

EDCI 839. Instructional Theory and Practice (3 hours)

An in-depth exploration of the art and science of teaching. A study of how teaching methodology has developed from different historical moments and philosophical schools of thought, broadly conceived of as the transmission, constructivist, liberatory, and post-liberatory schools of thought. Specific attention is given to the work of a variety of educational theorists to understand teaching practices in schools.

EDCI 841. Curriculum Evaluation and Design (3 hours)

A study of curriculum assessment and evaluation principles, processes, approaches, and models, with a focus on the resulting impact on curriculum design and modification at the classroom, school, system, state, and national levels. The influence of societal trends will be examined.

EDCI 843. Doctoral Seminar Four (2 hours)

The candidate will demonstrate an understanding of the dissertation process. Expertise in the use of APA will be demonstrated. Graded S (Satisfactory) or U (Unsatisfactory)

EDCI 845. Curricular & Instructional Technology (3 hours)

Addresses the needs of future scholars in the area of instructional technology. Candidates will gain an organized overview of current research, future possibilities and surrounding issues in the field of instructional technology. In-depth opportunities to review, interpret, and synthesize the literature relating to current and future trends in instructional technology will be provided.

EDCI 848. Pedagogical Needs of the Learner

An in-depth examination of the research related to the pedagogical needs of learners. Includes study of appropriate assessment models and the resulting impact on curricular and instructional planning.

EDCI 851. Advanced Research Design (3 hours)

A study of research design models resulting in a proposal based on individual research interests. Provides an in-depth knowledge of research paradigms, promotes the development of a topic of interest, and supports the design of a quantitative and/or qualitative study. Prerequisites: Quantitative Research Methodology and Qualitative Research Methodology

EDCI 861. Global and Political Curricular Issues (3 hours)

An investigation of curricula related to global and political issues. Emphasis will be given to six major concepts: (1) the process of social change; (2) the social and economic organization of society; (3) multi-cultural perspectives; (4) advocacy for children and adolescents; (5) the nature, economics, and organization of schooling; and (6) education's link with other social services.

EDCI 866. Paradigms in Higher Education for Curriculum and Instruction (3 hours)

The study of significant issues, practices, and research associated with the paradigms of curriculum and instruction at the university level. Through the analysis of teaching and learning, the student will become better prepared to design curriculum and teach courses in higher education and for professional development. Insight will also be gained by exploring the historical roots of higher education, the evolutionary changes that have taken place and future trends in curriculum for universities and colleges, the curriculum of higher education, the examination of curriculum models that currently exist in higher education, the origins of educational research, teaching the adult learner, and the study of the teaching environment at the university level through the exploration and examination of higher education pedagogical models. Other issues related to positions in higher education will also be addressed, including such matters as tenure and promotion, advising, service, and disposition.

EDCI 867. Advocacy and Social Justice through Curriculum and Instruction (3 hours)

The course examines policies, issues, and practices related to the theory and practice of advocacy in the context of educational perspectives. Historical perspectives of advocacy will be examined as well as tracing the impact of advocacy upon education. Litigation and legislation will also be addressed. The examination of the theoretical framework related to critical social thought will be explored. Emphasis will be placed upon the impact of advocacy on behalf of marginalized groups and the role of educators in helping these groups to become empowered. The role of advocacy and its influence upon curriculum and instruction will also be studied.

EDCI 871. Doctoral Seminar Five (2 hours)

The candidate will actively engage in the dissertation process under guidance of the dissertation committee chair. Graded S (Satisfactory) or U (Unsatisfactory)

EDCI 873. Seminar on Curricular and Instructional Leadership (3 hours)

Provides for analytical investigation of advanced topics in and research related to leadership of curriculum and instruction at the school, system, state, and national levels. The various leadership roles will be examined within the context of historical and current approaches to curriculum and teaching and to curriculum and teaching innovation. Additional topics include, among others, instructional supervision, coaching/mentoring, professional development, law, ethics, consultation and collaboration, partnerships, advocacy, conflict management, decision-making, and problem-solving. Internship and case analysis are emphasized to develop leadership skills.

EDCI 875. Doctoral Seminar Six (2 hours)

The candidate will actively engage in the dissertation process under the guidance of the dissertation committee chair. Graded S (Satisfactory) or U (Unsatisfactory)

EDCI 881. Independent Study and Research (3 hours)

Not to be counted as credit toward a degree. Students who are not enrolled in at least 6 hours of dissertation and/or course work, but who are actively working on a dissertation, consulting with the major professor, or using other resources of the university must enroll in this course each semester until the dissertation is completed. Graded S (Satisfactory) or U (Unsatisfactory)

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 601. Introduction to Higher Education (3 hours)

This course is designed as an introduction to the historical development of higher education from early colonial times to the present. Students will identify and explore global and domestic events that have impacted and have been impacted by the development of higher education in the United States and in other parts of the world. In addition, the course focuses on globally significant as well as unique aspects of US higher education, including electives, extra-curricular activities, and intercollegiate athletics.

EDEL 602. Contemporary College Students in 4-year Institutions (3 hours)

This course is designed as a comprehensive and in-depth exploration of the psycho-social development of today's college student. Students will learn about various student development theories and how those theories apply to the contemporary 4-year college student. In addition, the course focuses on factors that influence today's college student's choice of career, political interests, and values and ethics.

EDEL 603. Contemporary College Students in 2-year Institutions (3 hours)

This course is designed as a comprehensive and in-depth exploration of the psycho-social development of today's college student. Students will learn about various student development theories and how those theories apply to the contemporary 2-year college student. In addition, the course focuses on factors that influence today's college student's choice of career, political interests, and values and ethics.

EDEL 604. Leadership Theory (3 hours)

This course provides an in-depth analysis of various leadership theories. Significant attention is devoted to students learning their own leadership styles and understanding how those styles potentially impact organizational effectiveness. Students will learn how to apply various theories to real-world situations.

EDEL 605. Leadership in Curriculum (3 hours)

This course provides a study of how philosophical underpinnings impact the design, construction, evaluation and revision of curriculum. Special attention is given to the instructional leader's role in the continuing process of curriculum development, selection, and evaluation.

EDEL 606. Foundations of Academic Advising (3 hours)

This course is designed to introduce the student to the various models of academic advising in higher education. In addition, students will learn about the history and foundation of academic advising and its role in assisting students in the matriculation process.

EDEL 607. Higher Education Organization and Governance of 4-year Institutions (3 hours)

This course is designed to provide students an overview of the various models of organization and governance in 4-year higher education institutions. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined.

EDEL 608. Higher Education Organization and Governance of 2-year Institutions (3 hours)

This course is designed to provide students an overview of the various models of organization and governance in 2-year higher education institutions. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined.

EDEL 609. Internship (3 hours)

This course allows students to engage in meaningful field experiences that directly relate to their career interests. Students will select an internship site that provides opportunities to expand their depth and breadth of knowledge and experience in their chosen concentration. A total of 150 contact hours is required for successful completion of internship.

EDEL 610. Institutional Effectiveness and Assessment (3 hours)

This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, and accreditation and how they all relate to each other.

EDEL 611. Legal Issues in Higher Education (3 hours)

This course presents an overview of court cases and legal issues that impact governance and leadership in higher education. The course covers legal issues related to student conduct, faculty rights, and institution-student relationships.

EDEL 612. Human Resource Management in 4-year Higher Education Institutions (3 hours)

This course is designed to explore the role, responsibilities, and duties of the human resource function in 4-year colleges and universities. Human resources issues such as recruiting, screening, and hiring personnel are explored. In addition, legal issues involving affirmative action, Fair Labor Standards Act (FLSA), disability, age and sex discrimination will be explored.

EDEL 613. Human Resource Management in 2-year Higher Education Institutions (3 hours)

This course is designed to explore the role, responsibilities, and duties of the human resource function in 2-year colleges and universities. Human resources issues such as recruiting, screening, and hiring personnel are explored. In addition, legal issues involving affirmative action, Fair Labor Standards Act (FLSA), disability, age and sex discrimination will be explored.

EDEL 614. Leadership in Intercollegiate Athletics (3 hours)

This course provides an in-depth understanding of the role of intercollegiate athletics, including its historical development and its contemporary impact on modern colleges and universities. A major emphasis of the course is to provide students the opportunity to become knowledgeable of how athletic departments operate, including administrative structure, recruitment of student athletes, NCAA compliance, Title IX compliance and resource development and distribution.

EDEL 615. Leadership in Today's Schools (3 hours)

This course is a study of current organizational and leadership theories in education and an examination of professional competencies needed in leadership positions with application to actual school situations.

EDEL 616. Finance Management in 4-year Higher Education Institutions (3 hours)

This course examines the methods and procedures for generating and allocating financial resources in 4-year colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget.

EDEL 617. Finance Management in 2-year Higher Education Institutions (3 hours)

This course examines the methods and procedures for generating and allocating financial resources in 2-year colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget.

EDEL 625. Managing the School Environment (3 hours)

This course is a study of school business management and finance designed to provide the educational leader with basic principles of school management, accounting and purchasing procedures, school finance and information systems. Emphasis will be placed on equipping educational leaders with a foundation of leadership principles designed to enhance personnel management skills.

EDEL 635. Assessment & Evaluation in Today's Schools (3 hours)

This course provides an overview of assessment practices for improvement of student learning. A major focus will be placed on analysis of various assessment measures available to improve the teaching and learning process.

EDEL 645A. Internship I (3 hours)

This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor (requires 80 clock hours). Includes seminars for debriefing and reflection.

EDEL 645B. Internship II (3 hours for 2 consecutive semesters for a total of 6 hours)

(Prerequisite: Only those candidates admitted into Performance-Based Educational Leadership programs may register.)

Internship II runs for one year; the first 3 hours are to be completed during fall semester and the remaining 3 hours during spring semester. This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor. This year-long internship sequence includes seminars for debriefing and reflection. Candidates enrolled in the performance-based leadership track must complete this year-long intensive internship experience at either the building and/or system level. Special Fee.

EDEL 655. School Law and Ethics (3 hours)

This course provides an overview of relevant school law topics. The legal aspects of teaching and the rights, responsibilities, and ethics of professional service will be emphasized. Laws and standards that directly impact the work of teachers and school administrators will be examined.

EDEL 665. Leadership in Instructional Supervision (3 hours)

This course provides an in-depth study of leadership strategies for instructional supervision and improvement. Principles of human development theory along with research

based adult learning and motivational theories will be applied. Special topics will include the development of comprehensive professional growth plans and the application of best practices for student learning.

EDEL 675. Foundations of Leadership (3 hours)

This course explores the phenomenon of leadership from a research as well as theoretical perspective focusing upon critical education outcome elements and the process elements which contribute to organizational effectiveness.

EDEL 685. Technology for School Leaders (3 hours)

This course is designed to provide educational leaders with the knowledge to develop practical approaches to planning, organizing, and directing the integration of technology into the school curriculum. Emphasis will be placed on the use of technology both for administrative and curricular purposes.

EDEL 695. Educational Research for School Leaders (3 hours)

The purpose of this course is to examine research methodology and applied research. Emphasis will be given to the review and evaluation of educational research for school leaders. Each student will be required to design, implement, and evaluate an action research project.

EDEL 697. School, Community, & Society (3 hours)

This course is designed to examine current key issues in today's schools. Special emphasis will be given to developing school leaders who are community collaborators, networkers, and problem solvers.

EDEL 701. Special Topics in Educational Leadership (1-3 hours)

Prerequisite: Permission of Program Chair.

This course is a study of specific topics that meet the needs of non-doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects.

EDEL 703. The Principalship (3 hours)

This course is designed for those candidates preparing for a career in building-level school leadership. This course is a general introduction to the principalship and contains material that is both theoretical and practical in nature. Candidates receive direction in developing the knowledge, skills and attitudes that foster instructional leadership within the school. The concepts of instructional leadership, management, human relations, and personnel development are detailed and internship assignments are integrated into course requirements.

EDEL 704. The Superintendency (3 hours)

This course examines the role and responsibilities of the school superintendent as chief executive officer of a complex organization. The course focuses on the leadership roles of the superintendent and central office personnel in working with the board of education, building principals, school staff members, citizens of the community and political and educational leaders. Attention is given to the role of the system-level leaders in instruction and curriculum, personnel administration, finance and business management, and buildings and grounds. Internship experiences are integrated in course requirements.

EDEL 705. School Leadership Preservice I (3 hours)

The course provides an introduction to topics most relevant to aspiring P-12 school leaders including the use and analysis of teaching and learning data to lead school improvement and theories of organizational leadership. Additionally, candidates will be introduced to various leadership styles, and learn to explore and identify their own.

EDEL 706. School Leadership Preservice II (3 hours)

This course provides an overview of legal principles relevant to educators, with a focus on practical application of those principles by school administrators. Class sessions will include discussion of current law and ethics related topics in schools, practical application exercises, and a study of relevant court cases and Georgia State Board of Education decisions on matters of school law.

EDEL 800. Advanced Leadership Theory (3 hours)

This course provides a study of advanced leadership theories, group dynamics, and human relationships theory used in educational leadership. Students will acquire skills in facilitation techniques including decision-making, problem-solving, conflict management, and evaluation strategies.

EDEL 801. Organizational Theory and Behavior (3 hours)

This course is designed to expose candidates to the fundamental principles with which to understand human behavior inside educational organizations. The course examines various theories developed in an attempt to explain and predict faculty, administrator, staff and student behavior in an organizational context.

EDEL 802. Program Assessment, Evaluation and Design (3 hours)

The purpose of the course is to prepare candidates with the necessary knowledge, understanding, and skills to design and implement evaluations of programs. The primary objective of program evaluation is to provide feedback to decision-makers and other stakeholders and to determine whether a particular program is achieving desired outcomes.

EDEL 803. Special Topics in Educational Leadership (1-3 hours)

Prerequisite: Permission of Program Chair.

This course is a study of specific topics that meet the needs of doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects.

EDEL 810. Seminar in Research Methodology (3 hours)

Prerequisite: Master's level research course as determined by program advisor.

This course provides an introduction to problem identification and solving in educational leadership leading to the development of research problems and hypotheses for conducting systematic inquiries in the field, providing an overview of approaches, questions and problems posed in each of the major research paradigms. The emphasis will be on developing an understanding and appreciation of the different aspects of these research paradigms and the appropriate uses of each for inquiry in support of improved understanding of and practice in education.

EDEL 811. Quantitative Research Methodology (3 hours)

Prerequisite: EDEL 810

In this course, students will explore the assumptions and methods of the quantitative approach in educational research. First, students will review the major concepts in the research process. Next, students will examine procedures for collection and analysis of quantitative data in education. The focus will be on enabling students to know when to apply different statistical procedures to answer research questions of interest. Students will explore inferential statistics, and use hypothetical data to conduct several inferential tests such as the t test, correlation coefficients, Chi Square, and ANOVA.

EDEL 812. Qualitative Research Methodology (3 hours)

Prerequisite: EDEL 810

The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of education. Through its readings and assignments, this course will equip you with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets of qualitative research is awareness of one's own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout the course as they relate to those biases and to ethical research.

EDEL 813. Advanced Inferential Statistics (3 hours)

Prerequisites: EDEL 810, EDEL 811

In this class, candidates will continue to develop their skills in using and interpreting inferential statistics. Candidates will continue to study the major approaches to the collection and analysis of quantitative data.

EDEL 814. Topics in Advanced Research Methods (3 hours)

The focus of this course will be a selection of advanced qualitative or quantitative research methods topics not available in EDEL 810, 811, 812, or 813. Topics offered will be those in highest demand and of greatest use to students in any given semester. This course is the final formal research course offered. The course is offered concurrently with the first Dissertation II (899) course; this is a time when students are working on Chapters 1-3 of the dissertation with their respective dissertation chairs and with faculty teaching the dissertation course to make decisions about the methodology for the dissertation research proposal.

EDEL 815. Assessment and Institutional Effectiveness (3 hours)

This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, program evaluation, and accreditation and how they all relate to each other.

EDEL 816. Comprehensive Planning in Higher Education (3 hours)

This course is designed to provide students with a thorough understanding of the strategic planning process in higher education. It is intended to help students understand the concept of strategic planning, the need for strategy in higher education, and the dynamics of university-based strategic planning. It includes a brief history of strategic planning, a review of the underlying theoretical perspectives of planning, identification and definition of organizational problems, the relationship between planning, research, evaluation, and effective organizational problem-solving, emerging challenges in higher education, basic models and steps of a strategic planning process, and adapting strategic planning to unique needs of higher education.

EDEL 820. Literature Review of Current Issues in Educational Leadership (3 hours)

This course is a survey of foundational and historical background of contemporary issues in the field of educational leadership. Students will research selected topics in order to gain a broad perspective of the field of leadership it applies to P-16 education.

EDEL 821. Policies, Politics & Cultural Aspects of School Leadership (3 hours)

The politics of education as the set of interactions that influence and shape the authoritative allocation of values in the society and its educational organizations will be addressed. This course focuses on understanding the social, cultural, and political conditions that are shaping educational reforms/decisions.

EDEL 822. Collaborative Strategies: Strengthening Internal and External Relationships (3 hours)

This course will address the identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, and other needs of students and citizens in a community. This course is a study of the philosophy, principles, practices, and agencies and organizations involved in or influencing school community programs and initiatives. Special attention is focused on the role of school and community leaders in planning and implementing system-wide and building-level communications and involvement networks.

EDEL 823. Human Motivation Leadership (3 hours)

The course equips prospective school leaders with a fundamental understanding of and explanations for factors and stimulants that motivate adults, adolescents, and children to behave in various ways in academic and community settings. The course will review historical, contemporary, theoretical and empirical literature to analyze the complex behaviors and interactions of humans and groups and how school leaders can use this information to develop paradigms for the development of effective organizations. Finally, the course explores the influence of cultural, ethnic, and gender issues on motivation.

EDEL 824. Legal Research and Analysis (3 hours)

This course will focus on the legal aspects of operating a school system. Topics for study will include, but not be limited to, federalism and the relative balance of state and federal responsibilities for public schooling, constitutional rights of students, teachers, and other system employees, state and federal statutory and common law requirements for public and private schooling, and local school board policy as a source of law for educators.

EDEL 825. Cognition and Learning in Curriculum and Instruction (3 hours)

This course is an analysis of curriculum and instructional models/theories, classroom/system applications, current issues/trends and their impact on educational leadership practices.

EDEL 830. The Ethics of Leadership (3 hours)

This course will examine the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implications of decision-making within educational organizations and the impact upon staff morale, personal integrity and citizens. The course will make visible the ethical challenges and decisions criteria facing leaders and to explore the leadership role in sharing the organization's ethical culture. An emphasis will be made on critical thinking, normative decision-making, and the role of values in educational leadership.

EDEL 831. Effective Human Resources Practices (3 hours)

This course provides an overview of the statutes that regulate human resources practices. The focus will be on the employment process to include job descriptions, advertising, recruiting, interviewing, selection, hiring, orientation, mentoring and retention of quality employees. In addition, compensation studies, salary schedules and benefit packages will be reviewed. A thorough knowledge of the evaluation process to include professional development plans and due process, as required by law, will be presented.

EDEL 832. School Financing and Budgeting (3 hours)

This course provides an in-depth study of school district finance and budgeting. The focus will include funding formulas, state allotment sheets, millage rates, bond issues and special taxes as they relate to school systems. Emphasis will be placed on creating a school district annual budget that supports the system's mission and goals.

EDEL 833. Facilitating Professional Learning and Development

(3 hours)

Analysis and application of techniques used in leading professional development for the improvement of instruction. Emphasis will be given to needs assessments, focus groups, ongoing support, formative and summative evaluation, and budgeting.

EDEL 841. Higher Education Student Affairs

(3 hours)

This course examines the role of student affairs administrators in student success in higher education. Candidates will consider the role of student affairs through study of theories, research, and methods, and candidates will apply this theory to current practice. The following student affairs' topics will be explored: administrative environment; organization and management issues; essential skills and competencies of student affairs leaders; diversity; commitment to professional education; and the relationship between student and academic affairs.

EDEL 843. Higher Education Academic Affairs

(3 hours)

The purpose of this course is to emphasize academic leadership concepts that relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in higher education. Special attention will be given to the teaching-learning environments and the factors that shape them.

EDEL 844. Administration and Finance in Higher Education

(3 hours)

This course involves an exploration of the functional areas/skills that contribute to the effective administration of higher education institutions. Emphasis will be placed on planning, leadership, personnel administration, enrollment management, and facility management. Current topics affecting college and university operations will be investigated.

EDEL 845. Higher Education Law

(3 hours)

This course will provide candidates with opportunities to study legal aspects of higher education. The candidates will be able to understand the current law through regulations and court cases; to become acquainted with appropriate legal resources and reference materials; and to become familiar with significant court decisions affecting higher education.

EDEL 846. Policy and Politics in Higher Education

(3 hours)

This course is designed to provide frameworks and approaches to the policy and politics of higher education. Policy making, policy development and policy implementation will be considered. The course will focus on, but will not be limited to, the governance structure and policy-making process in American higher education, current legislative developments, state political agenda, and the role of educating an increasingly diverse student population.

EDEL 850. Internship in Educational Leadership

(3 hours)

The internship course is designed as a culminating experience to coursework taken as a part of the doctoral program in educational leadership. Candidates will complete a sustained internship (minimum of 50 clock hours) in an educational setting under the guidance of an identified mentor.

EDEL 897. Independent Study and Research

(3 hours)

Prerequisite: EDEL 898 (3 hours), EDEL 899 (9 total hours), and program chair consent. Students who have not completed the dissertation, but are actively working toward completion, consulting with the dissertation committee and /or other faculty, or using other resources of the university must enroll in this course each semester until the dissertation

is completed. This course does not count toward a degree. Graded S (Satisfactory) or U (Unsatisfactory)

EDEL 898. Dissertation I (3 hours)

This course is designed to assist students who are in the beginning of their formal dissertation research. Students are expected to have a working draft of the pre-proposal (Chapter 1: Introduction and Chapter 2: Review of Related Literature), prior to beginning this course. Emphasis will be placed on guiding students to clarify the overall structure and continuity of the research problem, question(s), purpose, and significance. Students will be required to orally defend the pre-proposal to faculty members, either at the end of this course or at the beginning of EDEL 899.

EDEL 899. Dissertation II (3 hours)

Prerequisite: EDEL 898.

Students must enroll in this course for 3 consecutive semesters, for a total of 9 hours.

This course is designed to provide guidance to students who are conducting dissertation research. The specific course activities will be based on the needs of individual students. Major requirements include: APA-formatted dissertation proposal, formal IRB approval, APA-formatted final dissertation, formal oral defense of the dissertation research at three distinct stages (pre-proposal, proposal, final). The course should NOT be viewed as a substitute for the advice and guidance students should solicit from their individual dissertation committee members. Graded S (Satisfactory) or U (Unsatisfactory)

ENGLISH (EDEN)

EDEN 648. Applied English Linguistics (3 hours)

This course includes the study of phonetics, morphology, structural linguistics, and grammar and focuses on how these features of the structure of English create problems for English learners. It is intended to acquaint prospective and current ESL teachers with modern linguistic theorists, insightful practitioners, the relationship between linguistic theory and its practical application in the classroom, and it is intended to help them understand English structure well enough to be able to answer learners' questions with accuracy and confidence.

EDEN 649. Writing Workshop (3 hours)

The focus of this workshop is to provide teachers with an understanding of the writing process and its implementation and management in the classroom. Students will be involved in numerous types of writing exercises and will create writing assignments to meet curriculum and instructional needs of students.

EDEN 655. Young Adult Literature (3 hours)

This course consists of a survey of young adult literature for middle and secondary students. Emphasis will be placed on using young adult literature as a bridge to traditional literature to help create life-long readers. Related issues and concerns surrounding the use of young adult literature will be addressed.

EDEN 656. The Teaching of a Major Literature Figure or Form (3 hours)

This course is concerned with a major figure or form in British or American literature. The course focuses on approaches to the writer or form and methods of teaching such subjects in the middle grades and secondary classroom. (May be taken more than once with different figures or forms.)

EDEN 699. Special Topics in English (3 hours)

(Prerequisite: Permission of Advisor)

A study of specific topics relevant to English education for English/Language Arts teachers in MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.)

MATHEMATICS (EDMT)

EDMT 601. Problem Solving in Mathematics: ECE/MGE/SEC (3 hours)

This course includes foundations of mathematics - sets, symbolic logic, and the deductive method. It also provides fundamentals of algebra, geometry, real analysis, and number theory through the use of problems involving logic, number theory, spatial perception, geometric formulas, linear equations and equalities, and through the use of games.

EDMT 611. Theory of Arithmetic (3 hours)

Designed for teachers of mathematics in grades P-12, this course focuses on a concentrated study of number theory that provides the foundation of arithmetic through the use of problem solving and modeling.

EDMT 621. Algebra for the MGE/SEC Teacher (3 hours)

This course is designed to enhance the teaching of prealgebra and algebra in the middle and secondary grades by focusing on numeral and number systems, sets, relations, linear equations and inequalities, systems of linear equations in two variables, the study of polynomials in one and two variables, selected topics related to the history of mathematics, issues related to curriculum design, methods for conveying these concepts to students, and related NCTM Standards.

EDMT 631. Geometry for the MGE/SEC Teacher (3 hours)

This course is designed to enhance the teaching of geometry in the middle and secondary grades by focusing on the basic concepts of Euclidean geometry, methods of conveying these concepts to students, and related NCTM Standards.

EDMT 641. Discrete Mathematics for the MGE/SEC Teacher (3 hours)

This is a study of discrete mathematics with emphasis on finite sets, matrices, combinations, permutations, application in probability and statistics, problem solving, issues relevant to curricular design, methods of conveying these concepts to students, and related NCTM Standards.

EDMT 668. Workshop in Mathematics Education (1-6 hours)

The content of these workshops is determined by the needs and demands of the students and by current and emerging topics and trends in mathematics education. Related NCTM Standards are addressed as appropriate. (Hours to be determined. A maximum of 6 semester hours is allowed.)

EDMT 677. Number Sense and Algebra in ECE (3 hours)

This course is designed to enhance early childhood teachers' knowledge of number and operations and algebra by focusing on number sense and number systems, number operations, sets, patterns, relations, functions, linear equations and inequalities, selected topics related to the history of mathematics, and related NCTM Principles and Standards.

EDMT 678. Geometry, Measurement, and Data Analysis in ECE (3 hours)

This course is designed to enhance early childhood teachers' knowledge of geometry,

measurement, and data analysis by focusing on two- and three-dimensional geometric figures and their characteristics, geometric reasoning, coordinate and transformational geometry, non-standard and standard measurement of attributes (including length, perimeter, area, volume, capacity, time, temperature, and angles), data collection and interpretation, statistics, and probability, selected topics related to the history of mathematics, and related NCTM Principles and Standards.

EDMT 699. Special Topics in Mathematics (3 hours)

(Prerequisite: Permission of Advisor)

A study of specific topics relevant to mathematics education for mathematics teachers in ECE, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.)

NATURAL SCIENCES (EDSC)

EDSC 612. Life Science for Middle and Secondary Teachers (3 hours)

A survey of life science for science teachers that reviews basic biology and focuses on those areas in which recent advances have added to our knowledge. An integrated lecture-laboratory course.

EDSC 631. Topics of Environmental Science (3 hours)

This course is designed for science teachers to examine the relationship of humans to their physical environment. Basic concepts are drawn from such diverse areas as ecology, chemistry, geology, public health, meteorology, physics, ethics, economics, and political science.

EDSC 641. Geology for Teachers (3 hours)

The essentials of physical and historical geology designed to acquaint the student with how the scientific method of investigation is used to explain the natural aspects of planet earth, its origin, and its development through time. An integrated lecture-laboratory course.

EDSC 651. Physical Science for Teachers (3 hours)

This course is designed for practicing elementary and middle school teachers who have had little or no experience in the physical sciences. It focuses on the philosophy, processes, and methodology of physical science through the use of integrated laboratory experimentation, lectures enhanced by hands-on type demonstrations, field work, and computer-aided instruction techniques. Cost effective conceptual modeling that can be utilized in the classroom is developed.

EDSC 674. Conceptual Integrated Science I (3 hours)

This course provides an introduction to physics, chemistry, biology, earth science and astronomy, the full array of the natural sciences. A conceptual approach will be used. The conceptual approach relates science to everyday life, is personal and direct, deemphasizes jargon and vocabulary, emphasizes central ideas and concepts rather than details, and puts concepts ahead of computation. While it is important that the students understand and appreciate the important relationships of mathematics and science, the equations and computation used in this course will be developed naturally out of the concepts and will be used to clarify concepts rather than as a chance to practice mathematical problem solving. At its core, this course will present science to the candidates in a manner which models for them the best practices of the profession.

EDSC 675. Conceptual Integrated Science II (3 hours)

Prerequisite: (EDSC 674 Conceptual Integrated Science I)

This course provides an overview of physics, chemistry, biology, earth science, and astronomy. The course is conceptual in nature, which means the concepts and ideas are emphasized over the details and mathematical rigor. Because this is the second course in the two course sequence, there will be conceptual building blocks in the first course to support ideas presented in the second course. Each course will consist of required modules. The modules will provide a basic framework for both courses to insure that certain basic ideas will be included each time the course is taught and still allow the instructor freedom to organize and teach the course as they think best.

EDSC 699. Special Topics in Science (3 hours)

Prerequisite: Permission of Advisor.

A study of specific topics in Science education for teachers in ECE, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.)

SOCIAL SCIENCES (EDSS)

EDSS 601. Physical and Cultural Geography (3 hours)

The principle topics of study concern the physical and cultural environments, including climate, land forms, soil, minerals and other resources, space relationships, and maps.

EDSS 611. History of Georgia (3 hours)

This course provides a political, economic, social, and cultural survey of Georgia from its founding to the present day.

EDSS 621. State and Local Government (3 hours)

Intergovernmental relations in the federal system, and the organization, functions, and politics of state and local governments are studied.

EDSS 660. Cultural Anthropology (3 hours)

An analysis of the culture areas of the world with in-depth studies of cultures within each of these areas, including the way the cultures were before contact with western civilization and the effect of this contact on the cultures.

EDSS 699. Special Topic Social Science (3 hours)

Prerequisite: Permission of Advisor.

A study of specific topics in social science education for teachers in ECE, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.)

EDUCATION (EDUC)

EDUC 603. School Philosophy & Teacher Leadership (3 hours)

This course focuses on the application of the philosophies of education most relevant to the aims, curriculum, and methods of elementary, middle, and secondary education. Additionally, this course will examine the concept of teacher leadership and its relationship to improved educational quality.

EDUC 615. Classroom Management & Applied Learning Strategies with ECE Special Needs Students (3 hours)

The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive, behavioral, social, and interpersonal/psychological theories of motivation will be reviewed and applied to best practices with special needs students. This course also will identify and

apply contemporary aspects of learning theories and research to the practice of teaching special needs students. (fall only)

**EDUC 616. Classroom Management & Applied Learning
Theory for MGE/SEC (3 hours)**

The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive, behavioral, social, and interpersonal/psychological theories will be reviewed and applied to best practices in classroom management, motivation, and discipline. This course also will identify and apply contemporary aspects of learning theories and research to the practice of teaching in MGE and SEC. The psychology of teaching disabled and under-achieving students also will be discussed. (fall only)

**EDUC 618. Issues of Diversity: Language, Cognition,
and Culture (3 hours)**

This course provides the basis for understanding diversity by exploring the social, cognitive, and communicative roots of diversity; with a primary focus on how students learn to think and communicate within their home, community, and school environments.

**EDUC 625. Culturally and Educationally
Responsive Pedagogy (3 hours)**

This course provides students with the theory, knowledge, and strategies to teach the culturally diverse and special needs population in today's classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real-world guidance and recommendations for successful teaching in the changing classroom environment.

**EDUC 639. Teaching Strategies and Classroom Environment
for Active Learning in ECE (3 hours)**

The course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life long learning. Students will develop advanced knowledge of the variety of teaching strategies based on brain and learning research that will enable them to bring life into the classroom.

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

A study of how English as a second language is learned at different age levels and ways to systematically select and utilize appropriate teaching strategies and materials for teaching each level. Attention will be given to procedures and techniques for teaching and assessing progress in grammar, speaking, pronunciation, listening comprehension, reading and writing.

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

This course provides ways to prevent, diagnose, and correct problems students have as literacy learners. Specific diagnostic tools, corrective techniques, preventive measures, and ways to interpret and synthesize information gathered will be examined.

EDUC 651. Contemporary Curriculum Practices for ECE (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (spring only)

EDUC 652. Contemporary Curriculum Practices for MGE (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help middle grades teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Spring only)

EDUC 653. Contemporary Curriculum Practices for SEC (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices for secondary education. Students will learn and implement methods of curriculum design, assessment and innovative instructional strategies. This course will serve as a means to help secondary teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Spring only)

EDUC 654. Children's Literature (3 hours)

An examination of the classics and contemporary literature for children in grades P-5. Contemporary criticism of the literature from fields as diverse as anthropology, education, developmental psychology and contemporary literary criticism is discussed. A transactional approach for teaching children's literature is explored.

EDUC 662. Clinical Practicum (3 hours)

Prerequisite: Permission of reading program director.

This course is a supervised Practicum in which the student in a field setting applies knowledge of research and practice in reading in a field setting. The student will document the semester's work in a course notebook. Special Fee. (Spring only)

EDUC 673. Investigative Science (3 hours)

A course designed for teachers with the purpose of enhancing science knowledge and process skills. The content of the course will consider basic principles of earth, life, and physical sciences within the context of the investigative nature of science. Special emphasis will be placed on integrated process skills and scientific attitudes.

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

Prerequisite: (EDSC 674 & 675 Conceptual Integrated Science I and II)

This course is designed to meet the residency requirement for the Early Childhood Science Endorsement. Students taking this course must be certified and have classroom experience. The course will be organized around their shared experience and growth during the program. Candidates will spend a minimum of 40 hours engaged in science teaching related activities at either their own school or as an intern in an assigned school. They will meet the requirements of the authentic residency in this course by planning and teaching a minimum of ten science lessons. These lessons must be taught in at least two different grade levels and the populations of the two classes in which the lessons are taught must meet diversity requirements and guidelines of the state certification agency.

EDUC 679. Mathematics Content Pedagogy (3 hours)

(Prerequisites: EDMT 677 & EDMT 678)

This course provides advanced study of constructivism-based methods of mathematics learning for all children and application of candidate knowledge of theory and practice in a K-5 mathematics field setting. Candidates plan and implement a variety of mathematical experiences to enhance their abilities to integrate theory and research-based practices; to communicate effectively; to teach effectively mathematics content; to demon-

strate a variety of teaching methods, media, and technology that meet the needs of a diverse student population; and to organize and manage the learning environment. The course also focuses on encouraging an engaging student-learning environment through various processes and promoting collegial professional learning experiences.

EDUC 685. The Global Age (3 hours)

Investigation of major economic, political and cultural global issues, their interrelatedness and implications for education. Issues include the organization, functions, urbanization, changing family patterns, peace and disarmament, ecological problems, human and civil rights.

EDUC 687. Reading Theory: Research & Best Practices in ECE Reading (3 hours)

This advanced literacy course will allow Early Childhood educators to explore both current and historical significant reading research and theory and to select an aspect of reading for in-depth independent research. (Fall only)

EDUC 688. Content Area Literacy Research & Best Practices in MGE & SEC (3 hours)

This course will prepare teachers to help their students develop and improve the skills needed to read, learn, and understand in the content areas. Emphasis is placed on the latest research on literacy instruction and its implications for student learning in the content areas. The course objectives are based on the nationally accepted standards for teaching reading as set forth by the International Reading Association. (Spring only)

EDUC 690. Introduction to Educational Research (3 hours)

This course provides an introduction to educational research. It is designed to aid students in the acquisition of skills and knowledge required of a competent consumer of educational research. The focus will be on preparation to implement action research in a field setting. (Fall only)

EDUC 698. Research Project in Education (3 hours)

Prerequisite: EDUC 690.

The student will present the project in the form of a formal written report following the guidelines presented in class. This report requires an extensive review of the literature in a selected area of study and an applied research project in a field setting. This project is planned and executed by the student under the direction and supervision of the instructor. (Spring only)

EDUC 699. Special Topics in Education (1-3 hours)

Prerequisite: consent of advisor.

A study of specific topics in education which meet the needs of graduate students in the Master of Education program. (Can be repeated for a maximum of 6 hours with consent of advisor.)

EDUC 702. Philosophy of Education (3 hours)

A study of historically influential philosophies of education with a special emphasis given to idealism, realism, pragmatism, and existentialism. Additional emphasis will be given to current educational issues and their philosophical underpinnings.

EDUC 710. Advanced Measurement and Assessment in Teaching (3 hours)

The purpose of this course is to examine the concept of student assessment in the context of teacher leadership. Particular emphasis will be given to the relationship between assessment and school improvement. Topics will include trends and issues in assess-

ment, overview of statistical treatment of assessments, use of texts as assessments, performance-based assessments, and the selection and use of achievement, aptitude, norm-referenced and criterion-referenced tests.

EDUC 720. Advanced Curriculum and Instruction (3 hours)

An advanced course designed to engage students in the understanding and implementation of curriculum and instruction. The integration of computer and information technology within the curriculum will be explored. Attention will be given to the modification of curriculum and instruction in order to adapt to the needs of the student with disabilities.

EDUC 721. Leadership in Teaching (3 hours)

The purpose of this course is to examine the concept of school leadership and its relationship to improved educational quality. Topics will include teachers as leaders, styles of leadership, decision-making, communication, educational change, teacher as mentor, politics of education, and grantsmanship.

EDUC 722. Leadership in Professional Development (3 hours)

The purpose of this course is to examine those content domains that teacher leaders should be familiar with in order to lead their peers. Topics will include the professional development of teachers, the differentiated classroom, and school law.

EDUC 730. Organization Development in Schools (3 hours)

This course is designed for teachers who are in roles of leadership and expert teaching practice. Candidates will study and analyze the skills and processes needed for implementing specific strategies and acting as change agents. For example, the student in this course will analyze how new teaching strategies, curricula, and administrative practices are advanced. Consultation aspects of the course address implementation of positive interactions between peers, parents, related professionals [i.e. psychologists, physicians, and attorneys] and other community members. Aspects of adult learning and motivation also are addressed in light of the school environment.

EDUC 790. Research for Practitioners (3 hours)

The purpose of this course is to examine methodology and applied research. Emphasis will be given to the review and evaluation of research literature on teaching and to developing ways of applying both quantitative and qualitative research methods in their own teaching practices. Students will be required to identify a teaching/learning problem in their classrooms or schools, identify the appropriate research method for the problem, and write a research plan for it.

EDUC 799. Special Topics in Education (3 hours)

Prerequisite: consent of advisor.

A study of specific topics in education which meet the needs of graduate students in the Specialist in Education program. This course is usually done as a directed individual study that will include special projects. (Can be repeated for a maximum of 6 hours with consent of advisor.)

MASTER OF ARTS IN TEACHING (EMAT)

EMAT 526. Foundations of Education (3 hours)

Prerequisite for all MAT restricted courses if not taken at undergraduate level or transferred in; does not count towards MAT degree.

This course is an introduction to teaching and will include an examination of current education issues. The study of historical and sociological influences on contemporary educa-

tion, including federal and state policy and law will enable students to think and write about educational issues. There will be an emphasis on educational philosophy.

EMAT 601. Initial Field Experience (1 hour)

Prerequisites: Full Admission prior to the application periods, on-line field experience video and passing of the test (see link below), online application including the compliance with a criminal background check process, and Tort Liability Insurance coverage. <http://education.mercer.edu/current/field-experiences/online-information-session.cfm>

This semester-long course provides teacher candidates a community or school-based placement early in the teacher preparation program during which they are expected to observe the learning and teaching environment, tutor individual students or small groups of students, and reflect on teaching experiences in this setting. Candidates are required to complete a minimum of 35 hours in their assigned placement, under the direction of a certified classroom instructor (or the equivalent, for community placements). Additionally, candidates must attend Initial Field Experience Orientation and all related seminars. Special Fee.

EMAT 605. Planning & Organizing Instruction in ECE (3 hours)

(Prerequisite for EMAT 626 and all restricted ECE MAT courses)

This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in early childhood, including the ranges of developmentally appropriate practices, activities, and materials for grades P-5. Teacher candidates will learn and implement methods of unit, lesson, and assessment design.

EMAT 606. Planning & Organizing Instruction in MGE (3 hours)

(Prerequisite for all restricted MGE MAT courses)

This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in the middle grades, including the ranges of developmentally appropriate practices, activities, and materials for grades 4-8. Teacher candidates will learn and implement methods of unit, lesson, and assessment design.

EMAT 607. Planning & Organizing Instruction in SEC (3 hours)

(Prerequisite for all restricted SEC MAT courses)

This course is designed to help the beginning teacher candidate prepare to teach in a 6-12 setting. The course will include an introduction of the basic techniques for planning, organizing, and evaluating student learning in grades 6-12. Attention will be given to the examination of secondary schools and topics considered necessary for effective secondary school operation. This course includes an orientation to teaching and learning in today's secondary schools, planning for instruction, strategies, aides, media, and resources for effective instruction, and assessment and continuing professional development.

EMAT 608. Practicum (3 hours)

Prerequisites: Successful completion of EMAT 601, submission of on-line application, and compliance with the criminal background check process, and Tort Liability Insurance Coverage.

This course should be taken the semester prior to Student Teaching or Internship. This course provides a school-based teaching experience for teacher candidates. Candidates will be assigned a placement based on required cluster and diversity requirements, and will spend a minimum of 60-80 hours in the classroom over a semester. Candidates are required to attend Practicum Orientation and three seminars. The Teacher Education Handbook provides specific policies and requirements. Special fee.

EMAT 609. Mentored Practicum (3 hours)

Prerequisites: On-line application and submission of specified paperwork; full admission; successful completion of EMAT 601 and majority of coursework.

The Mentored Practicum is designed for those candidates who are employed in an approved accredited school setting on a non-renewable teaching certificate, and in a setting appropriate to the certification that the candidate is seeking. The candidate will complete this course in his or her own classroom, under the mentorship of a teacher assigned by the school and by a Mercer supervisor. Additional clock hours in other school settings may be assigned in order for the candidate to meet diversity requirements for certification. Candidates are required to attend seminars, including orientation. The Teacher Education Handbook provides specific policies and requirements. Special fee.

EMAT 611. Student Teaching (9 hours)

Prerequisites: On-line application and submission of specified paperwork; successful completion of EMAT 608/609; completion of all coursework

This course provides a full-day semester long teaching experience for teacher candidates. Candidates will be assigned to diverse public schools and will gradually assume responsibility for working with groups and individuals. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school related experiences with guidance provided by the Classroom Teacher and University Supervisor. Each Student Teacher will teach full-time for a minimum of three to five weeks. Candidates are required to attend student teaching orientation and three seminars. Specific policies and requirements are included in the Teacher Education Handbook. Special Fee.

EMAT 612. Internship (9 hours)

Prerequisites: On-line application and submission of specified paperwork; successful completion of EMAT 608/609; completion of all coursework.

The Internship is designed for candidates who are employed in an accredited and approved public or private school setting and are teaching on a non-renewable teaching certificate in an appropriate setting for which the candidate is seeking clear renewable status. Candidates are required to attend internship orientation and three seminars. Specific policies and requirements are included in the Teacher Education Handbook. Special Fee.

EMAT 619. Child Development & Learning (3 hours)

(Pre- or co-requisite for all restricted ECE MAT courses)

The purpose of this course is to integrate critical aspects of child development and learning, with related learning, motivational, and behavioral theories. The course addresses child cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course.

EMAT 620. Adolescent Development & Learning (3 hours)

(Pre- or co-requisite for all restricted MGE or SEC MAT courses)

The objective of this course is to integrate critical aspects of adolescent development and learning, and related learning theory. The course addresses adolescent cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course.

EMAT 621. Curriculum & Planning in ECE (3 hours)

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades P-5. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit.

EMAT 622. Curriculum & Planning for MGE (3 hours)

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades 4-8. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit.

EMAT 623. Curriculum & Planning for SEC (3 hours)

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades 6-12. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit.

EMAT 626. Creative Teaching & Learning in ECE (3 hours)

The content of the course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life long learning. This course is designed to teach and enrich students' knowledge of the variety of teaching strategies that will enable them to bring life into the classroom. (Prerequisite: EMAT 605)

EMAT 634. ECE Language and Literacy I (3 hours)

This course is the first of two required literacy courses for Early Childhood majors. The focus of this course is on beginning reading and writing and on the learning theory and language development that provide the bases for literacy learning. A major focus of this course is learning to teach all children to read and write: children who read and write easily, those who experience difficulty in learning, and those for whom English is not their first language. Topics include language development, emergent literacy, assessment, approaches to teaching language and literacy, and organizational approaches for pre-school, kindergarten, first, and second grade classes. This course is prerequisite to EMAT 635 Language and Literacy II.

EMAT 635. ECE Language and Literacy II (3 hours)

Prerequisite: EMAT 634

This course is the second of two required literacy courses for Early Childhood majors. It will build on and extend the theory and knowledge acquired in Language and Literacy I, focusing on continuing reading and writing instruction for all learners in grades 3 - 5. Topics include language and vocabulary growth, assessment, methods of teaching, and organizational approaches for older elementary readers. Reading and writing to learn will be an important component of this course.

**EMAT 642. Content Area Reading & Writing:
Literacy Development for MGE/SEC (3 hours)**

This course will focus on the development, use, and evaluation of language, concepts (specialized vocabulary), and critical thinking while reading text and writing to enhance learning. Attention will be given to the use of metacognitive strategies, including visual tools, so that all students can become engaged and active literacy learners.

EMAT 644. Teaching Language Arts through Writing in MGE (3 hours)

This course will extend and strengthen the knowledge of middle grades teachers in examining research and problems and developing strategies for teaching language as an integrative process. Attention will be given to assessing and adjusting instruction to meet the needs of all students, including those with exceptionalities, disabilities, and cultural diversities.

EMAT 645. Teaching English (3 hours)

This course focuses on a study of how to teach English in secondary schools. Its perspective is student-centered, constructivist, developmental, inquiry based, and reflective. The course includes investigation of crucial issues such as: constructivist principles of learning, approaches to teaching grammar and writing, approaches to teaching literature, portfolios, censorship. Attention will be given to means of assessments, including authentic assessment and to state and national standards for the English/Language Arts guide for improved pedagogy.

EMAT 665. Teaching Mathematics in ECE (3 hours)

This course provides an in-depth concentration on selected topics that are included in the early childhood/elementary curricula. Included are reflective thinking as related to the elementary mathematics classroom; application and problem solving; number, number systems, and number sense; error pattern diagnosis; algebraic concepts; measurement; spatial visualization; informal and formal geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and relevant NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics.

EMAT 666. Teaching Mathematics in MGE & SEC (3 hours)

This course provides an in-depth concentration on selected topics that are included in the middle and secondary curricula. Included are reflective thinking as related to the mathematics classroom; application and problem solving; error pattern diagnosis; pre-algebra; algebra; geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and related NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics.

EMAT 671. Teaching Science & Health in ECE (3 hours)

Prerequisite: EMAT 626

This course will focus on a study of science and health education in the early childhood grades, including in-depth investigation of concepts of science, current science programs, instructional methods, and technology and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards, will be modeled.

EMAT 672. Teaching Science in MGE & SEC (3 hours)

This course is designed to provide science content knowledge appropriate for middle and secondary education (grades 4-8 and 6-12). There will be an in-depth investigation of concepts of science, current science programs, instructional methods and technology and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the

science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards, will be modeled.

**EMAT 681. Social Studies in a Multicultural World (3 hours)
for ECE**

Prerequisite: EMAT 626

This is an advanced course in which selected topics in social studies elementary education are explored in depth, especially multicultural education. A variety of effective ways to teach and assess students are modeled, with a focus on current trends and research from the National Curriculum Standards for Social Studies. This class will prepare the transforming practitioner to create a learning environment which celebrates the diversity of cultures.

EMAT 682. Teaching Social Studies in MGE & SEC (3 hours)

This course provides a broad understanding of the teaching of the social sciences coinciding with awareness, understanding, and respect for cultural diversity in American society. Specifically, the course is designed (1) (To Know) to provide social studies content knowledge appropriate for middle and secondary education; (2) (To Do) model developmentally appropriate teaching methods as recommended by the National Council for the Social Studies, and (3) (To Be) explore the implications of social studies educational attitudes and values within our multicultural society.

EMAT 683. Teaching Exceptional Learners (3 hours)

(Pre- or co-requisite to all restricted MAT courses)

This course presents a comprehensive examination of exceptional student categories and related issues. Typical physical, social, cognitive, and learning characteristics of exceptional students are presented. Teaching and intervention strategies are presented and discussed. Review and analysis of current exceptional education law and legal issues are conducted. This course includes and goes well beyond the minimum special education requirement for Georgia certification.

EMAT 689. Educational Assessment and Research (3 hours)

This course provides an introduction to educational assessment and research. It is designed to aid students in the acquisition of skills and knowledge required to create, administer, and evaluate assessments and become a competent consumer of educational research. The focus will be on preparation to implement educational assessment skills and action research in a field setting. Appropriate emphasis will be placed on the relevance of technological development in this area.

The College of Continuing and Professional Studies

Priscilla Ruth Danheiser, *Dean/Professor*

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

Kenyon C. Knapp, *Assistant Dean for Graduate Programs/Associate Professor*

Duane E. Davis, *Professor Emeritus*

Fred W. Bongiovanni, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, Thomas E. Kail, Hani Q. Khoury, W. David Lane, Laurie L. Lankin, Kyra L. Osmus, and Arthur J. Williams, *Professors*

J. Thompson Biggers, Richard R. Bohannon, Marna L. Burns, Lynn W. Clemons, Timothy D. Craker, Karen O. Lacey, Feng Liu, Richard Martin, Kenneth W. Revels, Charles H. Roberts, Stephen E. Ruegger, Colleen Stapleton, Clinton W. Terry, and Andrea L. Winkler, *Associate Professors*

Gary W. Blome, Caroline M. Brackette, Diane M. Clark, Steve N. Hamilton, Steven J. Miller, Melanie R. Pavich, Donald B. Redmond, Michael D. Roty, Karen D. Rowland, V. Lynn Tankersley, Zipangani Vokhiwa, and Sabrina L. Walthall, *Assistant Professors*

Kevin A. Freeman, *Visiting Assistant Professor*

Charles Weston, *Senior Lecturer*

Greg A. Baugher, Kelly L. Jones, and Sara J. Overstreet, *Instructors*

The College of Continuing and Professional Studies offers eight (including two dual degree programs) graduate degree programs on the Cecil B. Day Campus in Atlanta. At the master's level, the College offers the Master of Science in Clinical Mental Health Counseling, Master of Science in School Counseling, Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Care and Counseling, Master of Science in Organizational Leadership, Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization, and Master of Science in Public Safety Leadership. The College also offers an Educational Specialist in School Counseling, and a Doctor of Philosophy in Counselor Education and Supervision.

In addition to these degree programs, the College of Continuing and Professional Studies offers four certificate programs. On the Atlanta Campus, the College offers the Executive Leadership Development, and the Substance Abuse (Addiction Counselor Training) certificate programs. On the Atlanta Campus and in Savannah, the College offers the Public Safety Leadership Institute certificate program. The College also offers the Leadership for the Medical Practice certificate online and the Health Coaching certificate online with face-to-face meetings periodically in Atlanta.

GRADUATE PROGRAMS

Master of Science in Clinical Mental Health Counseling (Atlanta)
(formerly *Masters of Science in Community Counseling,*
and Masters of Science in Counseling)

Master of Science in School Counseling (Atlanta)

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

Master of Science in Organizational Leadership (Atlanta and Henry)

**Master of Science in Organizational Leadership/Master of Divinity
in Leadership for the Nonprofit Organization** (Atlanta)

Master of Science in Public Safety Leadership	<i>(Atlanta and Henry County)</i>
Educational Specialist in School Counseling	<i>(Atlanta)</i>
Doctor of Philosophy in Counselor Education and Supervision	<i>(Atlanta)</i>

CERTIFICATE PROGRAMS

Executive Leadership Development <i>(formerly CDC Foundational Leadership)</i>	<i>(Atlanta)</i>
Substance Abuse Counseling (Addiction Counselor Training)	<i>(Atlanta)</i>
Leadership for the Medical Practice	<i>(Online)</i>
Public Safety Leadership Institute	<i>(Atlanta and Savannah)</i>
Health Coaching	<i>(Atlanta)</i>

DEPARTMENT OF COUNSELING AND HUMAN SCIENCES

Counseling Programs

Diane M. Clark, *Program Coordinator/Assistant Professor*
W. David Lane, Laurie L. Lankin, and Arthur J. Williams, *Professors*
Kenyon C. Knapp, *Associate Professor*
Caroline M. Brackette, Donald B. Redmond, and Karen D. Rowland, *Assistant Professors*
Kevin A. Freeman, *Visiting Assistant Professor*

The Master of Science in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Master of Science in School Counseling is approved by the Georgia Professional Standards Commission (PSC) for Endorsement for the S-5 (School Counseling) certification.

Admissions Requirements

All persons who wish to enter either counseling degree program must file a formal application for admission to Atlanta graduate studies with the Atlanta Campus Office of Admissions. For additional information, contact the Program Coordinator.

Minimum academic admission requirements for the Master's degree in Counseling programs are as follows:

1. Students must have earned an undergraduate degree from a regionally accredited college or university.
2. Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
3. Students must present a minimum score of 800 on the GRE (excluding the analytical section) if taken prior to August 1, 2011. If taken after August 1, 2011, students must present a target score of 151 on the Verbal section and 143 on the Quantitative section. Students may also take the Miller's Analogies Test with a target score of 397.
4. (School Counseling Only) Successful completion of the GACEI or evidence of exemption from test.
5. Students must submit two official transcripts of all college work attempted.

6. Students must submit a non-refundable \$25 application fee.
7. Background check. Complete information for this can be obtained by contacting Mitzi Jenkins at Jenkins_mj@mercer.edu.
8. Successful completion of an interview with departmental faculty is required for entrance into the program. Interviews will be conducted only after potential candidates have applied for admission and are qualified, based on assessment of a completed application file.

Provisional Admission

If for some reason the applicant does not meet either the minimum GPA, the minimum test score, or if the applicant has not yet taken or received the score from the appropriate graduate admissions exam, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case by case basis and may be granted in the case of some documented extenuating circumstance. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester and will not be allowed to register for additional classes until acceptable test scores or GPA or both are achieved.

Application Deadlines

Applications are accepted year round but students are typically admitted twice annually, Fall semester and Spring semester. In some years, a summer admission is added. In order to be considered for admission for a particular semester, applications and all supporting materials must be received by the following dates:

July 1 for Fall Semester

November 1 for Spring Semester

April 1 for Summer Semester

It is in students' best interest to have their file complete as soon as possible to minimize the chance of being closed out of either admission or registration.

Academic and Ethical Standards

Students in the M.S. Program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two "C/C+'s" in those classes counted toward the degree. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status and a formal Remediation Plan may be put into effect until he/she raises the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. If the semester average falls below 2.0 ("C"), the student's case will be reviewed by the Department Chair and the graduate faculty and, without extenuating circumstances, the student will be dismissed from the graduate counseling program.

Because of the nature of School Counseling and Clinical Mental Health Counseling, Counselor Educators have an ethical responsibility to screen from the field those students who for one reason or another appear unable to perform the responsibilities of a counselor. To that end, evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. All students enrolled in any Counseling program will be reviewed annually by a committee of faculty members. This process will include a review of the student's academic standing, skills acquisition, and professional and personal dispositions in the field of counseling.

A student may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the Counseling Program faculty, in jeopardy as a result of the student's behavior or performance. In addition, the student must complete the Introduction to Clinical Mental Health Counseling Course (COUN 602) or the Introduction to School Counseling (COUN 631) course with a grade of "B" or better. A grade of "B" or better is also required for COUN 612-Counseling Theories. A grade other than "A", "B+", or "B" requires repetition of the introductory course(s). When repetition of the introductory course is necessary, no other counseling or education course work may be taken concurrently.

The course in interpersonal and helping skills and the course in group counseling (the laboratory courses) also require a grade of "B" or better for continuation in the program. A grade lower than "B" in any of the laboratory course work requires repetition of the course or courses. As with the introductory course, no other counseling or education course work may be taken concurrently while repeating a laboratory course.

Student Review and Remediation Plans

Due to the nature of the Counseling Profession, it is an ethical responsibility for Counselor Educators consistently review both the academic progress and the interpersonal attributes of counselors-in-training. Academic progress can be tracked through formal and informal assessments, assignments, and the GPA. Interpersonal attributes are evidenced in the student's interactions with his or her peers and professors, during role play situations, and during classroom discussions. Faculty members take note of students who seem to be having difficulty with interpersonal and intrapersonal interactions and meet with individual students to discuss these issues. In such instances, a written report may be filed with the Program Coordinator and the incident may be discussed with other faculty members to determine if there is any course of action to be taken. Students' fulfillment of ten Professional Performance Standards is reviewed by individual faculty in every class and at the end of each semester by the entire faculty. These standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of one's impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively
9. Attention to ethical and legal concerns
10. Initiative and motivation

Each Professional Standard is rated on a score of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Standards Evaluation (found in the student handbook).

A Remediation Plan may be written for a student for any number of reasons. Some examples of criteria for a formal Remediation Plan include, but are not limited to:

- Lack of academic success
- Violation of the Honor Code or Plagiarism Policy
- Consistently low scores in one or more Professional Performance Standard
- Problems in clinical practice or field experience as reported by the site supervisor
- Other interpersonal or intrapersonal problems

In the case of an academic remediation, recommendations may include repeating a class or receiving tutoring assistance. In other instances, the Remediation Plan may recommend delay of clinical or field experiences, receiving individual or group counseling, or that the student not take classes for a semester. The Remediation Plan is not punitive in nature and is meant to assist the student in becoming successful in life and in the counseling profession.

Steps involved in the Remediation Process are as follows:

1. A referring faculty member sends an incident report to the Program Coordinator.
2. The Program Coordinator refers the report to the Counseling Faculty at the monthly program meeting.
3. A Remediation Plan is written by the Counseling Faculty.
4. The student is asked to meet with his or her advisor to review the Remediation Plan. Students are asked to sign the Remediation Plan as an indication that they understand the Plan and agree to adhere to the recommendations contained within the Plan.

Appealing the Remediation Plan:

Should the student disagree with the Remediation Plan and/or refuse to sign the plan document, the following appeal process is in place. At each step, the student must document all communication. Students may accomplish this through copies of emails, letters, or well-organized notes from conversations. Students are asked to focus specifically on the items in the Remediation Plan that they are appealing and to provide concise information that will aid those reading the appeal. The student may choose to end the appeal process at any time, indicating agreement with the Remediation Plan.

1. Communicate by letter or email with the faculty member who made the referral and the Program Coordinator to discuss the nature of the dispute with the Remediation Plan and present the rationale for changes to the plan. The Program Coordinator must respond within seven days to the department chair and the Dean's office. If the Program Coordinator agrees, the Remediation Plan will be changed accordingly.
2. If the Program Coordinator decides that plan should not be amended or repealed, the student's next step is to communicate with the Department Chair regarding the Remediation Plan. The documentation of the student's communication with

the Program Coordinator must be submitted to the Chair. The Chair must respond to the appeal formally in writing with a copy to the Dean's office. If the Chair agrees to amend or repeal the Remediation Plan, it will be done in a timely manner.

3. If the Chair maintains that the Remediation Plan should not be amended or repealed and the student decides to move forward with his or her appeal, the student can then submit the appeal to the Assistant Dean for Graduate Programs of the College of Continuing and Professional Studies. This must be done in writing, and all supporting documents must be sent to the Assistant Dean. The Assistant Dean for Graduate Programs will make a decision about the appeal and will notify the student in writing with a copy of the decision sent to the Dean's office.
4. If the decision of the Assistant Dean for Graduate Programs is not acceptable to the student, the student may then appeal the Remediation Plan directly to the Dean. This must be done in writing, and all supporting documents must be sent to the Dean. The Dean will make a decision about the appeal and will send written notification to the student in a timely manner.

Limitation in Completion of Requirements

A student in a Master's program must complete all requirements within a six-year period. Time limits shall be computed from the beginning of the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Transient Status

An applicant who is currently admitted to full graduate standing in a degree program at another institution may be admitted as a transient student by submitting the application forms, the application fee, and a letter of permission from his/her institution in lieu of transcripts.

Course Load

To qualify for full time status, a graduate student must enroll in 9 hours per semester. Students may enroll part time. Requests for overloads beyond 9 hours must be approved by the Assistant Dean of Graduate Programs. To qualify for financial aid, a graduate student must be fully admitted and must enroll in a minimum of 6 hours per semester.

Master of Science in Clinical Mental Health Counseling Degree

(formerly Master of Science in Community Counseling, and Master of Science in Counseling)

The Master of Science in Clinical Mental Health Counseling is designed to prepare students to function as counselors in a variety of community settings including but not limited to mental health centers, community agencies, hospitals, private practices, residen-

tial treatment centers, Department of Corrections, and/or other helping or human services oriented programs. Private practice and many counseling occupations require that an individual be licensed as a Professional Counselor. The Counseling degree is designed to prepare the student for licensing as a Professional Counselor in the State of Georgia. In addition to academic preparation, the license as Professional Counselor requires successful completion of the state licensing exam and additional years of post graduate counseling experience and supervision.

Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress of each person being served. Graduates of the Counseling Program will demonstrate the ability to:

1. work individually with clients on educational, vocational, social, emotional, or personal problems;
2. work with groups of clients on educational, vocational, social, emotional, or personal problems;
3. consult with other professionals and administrators concerning the clients' developmental needs;
4. participate in psychological assessment programs, including the interpretation of test results;
5. provide information and understanding to clients in the areas of educational, social, or vocational planning;
6. conduct and facilitate local research efforts.

General Requirements for the Degree

The minimum credit requirements for the Master of Science in Clinical Mental Health Counseling are 60 semester hours of graduate credit. No credit will be given for courses completed more than six years prior to the date on which the degree is to be conferred.

There are certain conditions which must be met to transfer graduate courses to Mercer's graduate program. The institution must be regionally accredited and students must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student's planned program. The maximum amount of transferred credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Counseling Degree.

Degree Requirements – 60 semester hours Professional Studies (26 credit hours)

A. Required

COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 609. Practicum	(3 hours)
COUN 610. Internship	(6 hours)
COUN 613. Cultural Perspectives in Counseling	(3 hours)
COUN 614. Lifespan Development	(3 hours)

COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)
COUN 630. Professional Seminar	(1 hour)
COUN 635. Orientation to Professional Practice	(1 hour)

Content and Related Studies

A. Required (28 credit hours)

COUN 601. Career and Vocational Guidance	(3 hours)
COUN 604. Psychopathology	(3 hours)
COUN 605. Group Techniques and Procedures	(4 hours)
COUN 606. Psychological Helping Skills I	(3 hours)
COUN 608. Psychological Aspects of Substance Abuse	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 615. Psychological Helping Skills II	(3 hours)
COUN 617. Individual Analysis and Testing	(3 hours)
COUN 641. Systems Theory in Counseling	(3 hours)

B. Electives (6 credit hours)

COUN 603. Directed Independent Study	(3 hours)
COUN 607. Gender Issues in Counseling	(3 hours)
COUN 616. Psychological Helping Skills III	(3 hours)
COUN 623. Play Therapy	(3 hours)
COUN 624. Addictions Counseling	(3 hours)
Other courses as approved by advisor	

Clinical Practice

Students are required to complete three semesters of clinical practice which includes a one semester Practicum (COUN 609) of 100 clinical hours and two semesters of Internship (COUN 610) which totals 600 hours of clinical practice.

Prior to entry into the Practicum (COUN 609) and Internship (COUN 610) phase of program students must complete 31 semester hours as follows:

COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology	(3 hours)
COUN 605. Group Techniques and Procedures	(4 hours)
COUN 606. Psychological Helping Skills I	(3 hours)
COUN 608. Psychological Aspects of Substance Abuse	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Cultural Perspectives in Counseling	(3 hours)
COUN 614. Lifespan Development	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 641. Systems Theory	(3 hours)

In addition, students preparing to enter Practicum (COUN 609) must complete the Counselor Preparation Comprehensive Examination (CPCE). A passing score on the CPCE is required before a student can enter the second phase of clinical practice, Internship (COUN 610). Students who fail to pass the CPCE on the first taking will be assigned a formal Remediation Plan, which may include additional coursework. Students who fail to pass the CPCE after a second examination will meet with their advisor and

other faculty members to discuss the course of action to be taken. This action may include further remediation or dismissal from the program.

Counseling Exit Requirements

Candidates for the Master of Science in Clinical Mental Health Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) prior to conferring the degree.

Licensure and the National Counselor Examination (NCE)

Before any candidate can apply for Licensed Associate Professional Counselor (LAPC) status in the State of Georgia, he/she must demonstrate a passing score on the National Counselor Exam (NCE). Candidates are urged to complete this examination prior to graduation from the program.

The exam is the next step in the licensing process, and it is advantageous to complete the exam while the student is able to use the resources of the program for preparation. The NCE covers the eight common core areas as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Preparation. These common core areas and the relevant Mercer courses are:

- A. Human growth and development (COUN 614. Life Span Development)
- B. Social and cultural foundations (COUN 602. Introduction to Clinical Mental Health Counseling, and COUN 613. Cultural Perspectives in Counseling)
- C. Helping relationships (COUN 606. Psychological Helping Skills I and COUN 612. Counseling Theory)
- D. Group work (COUN 605. Group Process & Procedures)
- E. Career and lifestyle development (COUN 601. Career/Vocational Counseling)
- F. Appraisal (COUN 617. Individual Analysis & Testing)
- G. Research and program evaluation (COUN 621. Research and Program Evaluation)
- H. Professional orientation and ethics (COUN 618. Ethics and Professional Issues)

Prior to taking the NCE, students should have completed the following courses:

COUN 601.	Career and Vocational Guidance	(3 hours)
COUN 602.	Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604.	Psychopathology	(3 hours)
COUN 605.	Group Techniques and Procedures	(4 hours)
COUN 606.	Psychological Helping Skills I	(3 hours)
COUN 612.	Counseling Theory	(3 hours)
COUN 613.	Cultural Perspectives in Counseling	(3 hours)
COUN 614.	Lifespan Development	(3 hours)
COUN 617.	Individual Analysis and Testing	(3 hours)
COUN 618.	Ethics and Professional Issues	(3 hours)
COUN 621.	Research and Program Evaluation	(3 hours)

The NCE consists of 200 multiple choice items. Scores for each section and a total score will be reported to the graduate program for each student. Students will be allowed four hours to complete the examination, including the demographic questionnaire. Results

will be available four weeks after the date of the administration. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. The exam will be offered twice a year in April and October. Please see the Exam Coordinator for application information and test dates.

Examination Date:	Application Deadline Date:
April	February 1
October	September 1

Students who do not successfully complete the NCE will be required to retake the entire examination in order to pursue licensure in the State of Georgia. The retake will occur at a regularly scheduled test date, so candidates are encouraged to take the exam in the semester prior to their anticipated date of graduation so as not to delay licensure application should difficulty arise in successful completion of the exam.

See the Certification Program section of this catalog for information on the Post-Master's Certificate in Career Development, and the Substance Abuse (Addiction Counselor Training) certification programs related to this degree.

Master of Science in School Counseling Degree

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

The Master of Science in School Counseling is designed to prepare students to function as counselors in public and private PK-12 school settings and to be certified by the Georgia Professional Standards Commission (GAPSC) at the SC-5 level. Mercer University does not award School Counseling certification. School Counselors in the State of Georgia must obtain certification from the Georgia Professional Standards Commission (GAPSC). In addition to successful completion of school counseling coursework provided, students will be required to demonstrate evidence of knowledge pertaining to educating exceptional children. The three credit hour requirement in the education of exceptional children can be satisfied through additional coursework at Mercer or other institutions or through attendance at appropriate workshops. The required computer skills competency is infused in the core school counseling classes (COUN 631 and COUN 632). A Master's degree in School Counseling, three credit hours of coursework in the education of exceptional children, a passing score on the National Counselor Exam (NCE), and the Georgia Assessment for the Certification of Educators (GACE II), school counselor content tests (103 and 104), are necessary for certification as a School Counselor in Georgia. Specific information regarding opportunities to satisfy these components will be provided to the students throughout their studies.

School Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress of each student being served. Today's school counselors are vital members of the educational team whose role is essential to facilitate growth in academic achievement, personal and social growth, and career development for all students. School counselors will be trained as leaders and advocates in their profession. During the first year of study, intensive coursework has been designed to immerse the School Counseling student in the history, foundations, theory, and skills necessary for a Professional School Counselor. During this time, the student will prepare academically for the role of the School Counselor and will supplement academic training with field observations and participation in local schools. The student will proceed with clinical instruction in the second year within the culture of the school working with diverse popu-

lations under constant supervision. Having completed this program of study, the School Counseling student will become a reflective practitioner, advocating the needs and rights of his/her students, while collaborating and establishing partnerships with parents, schools, other professionals, and communities.

The Graduate School Counseling Program at Mercer University is under the direction of the College of Continuing and Professional Studies (in collaboration with the Tift College of Education) and the University Graduate Council. Tift College of Education, as the NCATE-accredited unit at Mercer University, is responsible for the oversight of all professional education certification programs at the University. Mercer students who successfully complete the requirements for School Counseling certification through one of the graduate programs in School Counseling and meet all certification testing requirements for the state of Georgia will be eligible for certification recommendation through the Tift College of Education's Office of Certification. The School Counseling Program at Mercer has been approved by the Georgia Professional Standards Commission, the state authority that grants educator certification.

The Conceptual Framework

The conceptual framework of the School Counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration, and Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Continuing and Professional Studies has developed the School Counseling Program is as follows: **"The Transformational School Counselor: Leader, Advocate, Collaborator, and Systemic Change Agent."**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme **"The Transformational Educator-To Know, To Do, To Be."**

Combined Conceptual Framework:
TIFT COLLEGE OF EDUCATION
COLLEGE OF CONTINUING & PROFESSIONAL STUDIES
The Transformational Educator:
To Know, To Do, To Be
Leader, Advocate, Collaborator, & Systemic Change Agent

To Know

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

Leadership. Professional School Counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

1. Demonstrate knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
2. Demonstrate an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
3. Articulate an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

To Do

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assess, plan, and implement strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post secondary success.
2. Demonstrate a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barrier.
3. Consult with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling program.

To Be

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

Collaboration and Systemic Change. Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision

making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Model positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrate an ability to develop and implement educational programs that meet the individual goals of all students.
3. Demonstrate an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

Program Outcomes

The goals for the School Counseling Program are correlated to the Georgia Standards for School Counseling and the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counselor Association (ASCA) National Standards for School Counselors, and the National Council for Teacher Accreditation (NCATE)).

In addition to the core curricular experiences required for all CACREP approved counseling programs, the graduate of the School Counseling Program will be able to do as follows:

1. Demonstrate the knowledge and skills associated with the foundations of school counseling, including the history, philosophy, and current trends in school counseling and educational systems;
2. Demonstrate an understanding of the coordination of counseling program components as they relate to the total school community;
3. Use strategies that help promote, develop, and enhance effective teamwork within the school and the larger community;
4. Use theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students;
5. Work individually in groups and in the classroom with students in developing appropriate ways to facilitate growth in the areas of academic achievement, personal/social growth, and career development for all students;
6. Demonstrate understanding of the concepts of the ASCA National Model and the ASCA National Standards for School Counseling Programs by being able to develop and administer a comprehensive developmental School Counseling Program;
7. Understand the concepts inherent in various testing programs, use test results to make data based decisions concerning student programs of study, and be able to interpret test results to students, parents, and community members;
8. Assess the effectiveness of the school counseling program using data obtained by examining student outcomes;
9. Conduct and facilitate local research and evaluation efforts.

General Requirements for the Degree

The minimum credit requirements for the Master of Science in School Counseling degree are 56 semester hours of graduate credit. These 56 credit hours include 9 hours

of clinical experience in the public schools. Each student will complete a total of 900 hours of clinical experience to include experience at each of three levels: P-5, 6-8, and 9-12.

There are certain conditions which must be met to transfer regular graduate credit to Mercer's graduate program. The institution must be regionally accredited and the student must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student's planned program. The maximum amount of transferred credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the M.S.

Field Experience

Students are required to complete three semesters of field experience which includes a one semester School Counseling Practicum (COUN 639) of 150 clinical hours and two semesters of Field Experience (COUN 640) which totals 750 hours of work in a K-12 schools.

Prior to entry into the Practicum (COUN 639) and Field Experience (COUN 640) phase of their program students must complete 34 semester hours as follows:

COUN 601.	Career and Vocational Guidance	(3 hours)
COUN 605.	Group Techniques and Procedures	(4 hours)
COUN 606.	Psychological Helping Skills I	(3 hours)
COUN 608.	Psychological Aspects of Substance Abuse	(3 hours)
COUN 612.	Counseling Theory	(3 hours)
COUN 613.	Cultural Perspectives in Counseling	(3 hours)
COUN 614.	Lifespan Development	(3 hours)
COUN 618.	Ethics and Professional Issues	(3 hours)
COUN 631.	Introduction to School Counseling	(3 hours)
COUN 632.	Leadership and Administration in School Counseling	(3 hours)
COUN 641.	Systems Theory	(3 hours)

In addition, students preparing to enter School Counseling Practicum (COUN 639) must complete the Counselor Preparation Comprehensive Examination (CPCE). A passing score on the CPCE is required before a student can enter the second phase of clinical practice, Field Experience (COUN 640). Students who fail to pass the CPCE on the first taking will be assigned a formal Remediation Plan, which may include additional coursework. Students who fail to pass the CPCE after a second examination will meet with their advisor and other faculty members to discuss the course of action to be taken. This action may include further remediation or dismissal from the program.

School Counseling Exit Requirements

Candidates for the Master of Science in School Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) prior to conferring the degree. Candidates are also required to complete the electronic portfolio through LiveText.

Certification and the National Counselor Examination (NCE)

Before any candidate is recommended for certification, he/she must demonstrate a passing score on the following criteria:

1. The GACE II content exams for School Counseling (103 & 104)
2. Completion of exceptional children coursework

Candidates are urged to complete these requirements prior to graduation from the program.

The NCE consists of 200 multiple choice items. Scores for each section and a total score will be reported to the graduate program for each student. Students will be allowed four hours to complete the examination, including the demographic questionnaire. Results will be available four weeks after the date of the administration. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. The exam will be offered twice a year in April and October. Please see the Exam Coordinator for application information and test dates.

Examination Date:	Application Deadline Date:
April	February 1
October	September 1

Candidates for the Master of Science Degree in School Counseling are strongly urged to take this exam prior to graduation for a number of reasons, including the National Certified Counselor designation. Additionally, should the candidate decide to become a National Certified School Counselor or to apply for licensure as an LPC in Georgia, a passing score on the NCE is a pre-requisite.

Program Requirements for the M.S. in School Counseling Program

The Master of Science Degree in School Counseling requires the successful completion of 56 semester hours of credit as follows:

Professional Studies (28 credit hours)

A. Required

COUN 613. Cultural Perspectives in Counseling	(3 hours)
COUN 614. Lifespan Development	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)
COUN 631. Introduction to School Counseling	(3 hours)
COUN 633. Seminar in School Counseling	(1 hour)
COUN 639. Practicum in School Counseling	(3 hours)
COUN 640.* Field Experience in School Counseling	(6 hours)*
COUN 641. Systems Theory in Counseling	(3 hours)

**PROGRAM NOTE: School Counselors in the State of Georgia are certified for grades PK-12. Therefore, students will be exposed to P-5, 6-8, and 9-12 levels of public school education during their clinical experiences.*

Content and Related Studies (28 credit hours)

B. Required

COUN 601.	Career and Vocational Guidance	(3 hours)
COUN 605.	Group Process and Procedures	(4 hours)
COUN 606.	Psychological Helping Skills I	(3 hours)
COUN 608.	Psychological Aspects of Substance Abuse	(3 hours)
COUN 612.	Counseling Theory	(3 hours)
COUN 615.	Psychological Helping Skills II	(3 hours)
COUN 617.	Individual Analysis and Testing	(3 hours)
COUN 623.	Play Therapy	(3 hours)
COUN 632.	Leadership and Administration in School Counseling	(3 hours)
COUN 642.	Theories and Methodologies of Brief Therapy	(3 hours)

Master of Science in Clinical Mental Health Counseling and Master of Divinity in Pastoral Care and Counseling

Dual M.S./M.Div. Degree Option:

The M.S. in Clinical Mental Health Counseling degree program, in cooperation with the M.Div. in Pastoral Care and Counseling in the McAfee School of Theology, offers a dual degree option for students desiring both Professional Counseling study and Pastoral Care/Theology study. Students apply for admission to both degree programs and meet both sets of admission requirements. Students complete requirements for the M.S. in Counseling and the M.Div. in Pastoral Care and Counseling and upon graduation are awarded both degrees.

The joint M.Div. and M.S. degrees integrate the knowledge of professional counseling with the ministries of pastoral care and counseling. The M.Div. degree requires completion of 81 core hours of study in Theology and accepts 9 hours from Counseling as transfer elective credit to complete the 90 hour requirement for the M.Div. The M.S. in Counseling degree requires 43 core hours of study in Counseling and accepts 12 hours from McAfee as transfer elective credit to complete the 55 hour requirement for the M.S. degree, making the total hours required for the dual degree 124 hours. A full time student could expect to finish two degrees in four years of study.

Application:

Applicants must meet the admissions requirements for the McAfee School of Theology and the College of Continuing and Professional Studies, Master of Science in Clinical Mental Health Counseling. *This includes a minimum passing score on the Graduate Record Exam (GRE) on the Miller Analogy Test (MAT).*

Curricular Requirements:

Required Clinical Mental Health Counseling Core 43 hours

COUN 601.	Career and Vocational Guidance	(3 hours)
COUN 602.	Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 605.	Group Techniques and Procedures	(4 hours)
COUN 606.	Psychological Helping Skills I	(3 hours)
COUN 608.	Psychological Aspects of Substance Abuse	(3 hours)
COUN 610.	Internship	(6 hours)

COUN 612. Counseling Theory	(3 hours)
COUN 613. Cultural Perspectives in Counseling	(3 hours)
COUN 614. Lifespan Development	(3 hours)
COUN 615. Psychological Helping Skills II	(3 hours)
COUN 617. Individual Analysis and Testing	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)
COUN 630. Counseling Seminar	(1 hour)
COUN 635. Orientation to Professional Practice	(1 hour)
COUN 641. Systems Theory in Counseling	(3 hours)

Theology Course Transfer Credit 12 hours

Total 60 hours (48 hours required in residence in CCPS + 12 hours transfer credit from McAfee)

Please see the McAfee School of Theology for information on requirements for the M.Div. degree.

Educational Specialist Degree in School Counseling

The Educational Specialist (Ed.S.) degree in School Counseling is designed to provide professional development for school counselors seeking an advanced degree and to prepare candidates to become leaders, researchers, and advocates for systemic change in the field of school counseling. Graduates will acquire and demonstrate advanced knowledge, skills, and professional practice beyond the master's level of competence. This applied degree program provides experiences for development and consultation as a professional school counselor to enhance each candidate's knowledge of best practices in the field. Successful completion of the degree requirements will lead to eligibility for endorsement for an upgrade of the candidates S-5 (School Counseling) level certification to the S-6 (School Counseling) level certification.

Program Learning Outcomes

The goals of the Educational Specialist degree are built upon the foundations of the American School Counselor Association (ASCA) National Model, the Council for Accreditation for Counseling and Related Educational Programs (CACREP), the Education Trust Transforming School Counseling Initiative, and the Georgia Professional Standards Commission (PSC).

In addition to successful completion of the core curriculum required for attainment of the degree, graduates will emerge with a greater understanding of the role and responsibility of the professional school counselor as an engaged leader who advocates for the needs of all students. These leaders will be counselors who are also educators. They will be adept at using data driven decision making to impact academic achievement, personal and social growth, and career decision making skills of all P-12 students. Graduates of the Ed.S. in School Counseling Program will be able to demonstrate:

- Enhanced knowledge base associated with both the profession of counseling and the specialty of school counseling.
- Enhanced knowledge, skills, and attitudes of school counselors in order to support the academic achievement, career, and personal/social development of PK – 12 students in a multicultural society.

- Knowledge of theories and experience in supervision and consultation in school counseling.
- Knowledge of and experience in research in educational settings.
- Enhanced multicultural and social justice competencies of school counselors.
- Enhanced understanding of and implementation of the standards of the ASCA National Model for School Counseling.
- Comprehensive understanding of the mission and activities of professional organizations related to school counseling.
- Enhanced understanding of the roles and responsibilities of all stakeholders.
- Development and implementation of a collaborative model for engaging in effective partnerships.
- Knowledge, skills, and ability to conduct and facilitate local research and evaluation efforts with local school districts and other local, state, regional, and national school and counseling partners.

The Graduate School Counseling Program at Mercer University is under the direction of the College of Continuing and Professional Studies (in collaboration with the Tift College of Education) and the University Graduate Council. Tift College of Education, as the NCATE-accredited unit at Mercer University, is responsible for the oversight of all professional education certification programs at the University. Mercer students who successfully complete the requirements for School Counseling certification through one of the graduate programs in School Counseling and meet all certification testing requirements for the state of Georgia will be eligible for certification recommendation through the Tift College of Education's Office of Certification. The School Counseling Program at Mercer has been approved by the Georgia Professional Standards Commission, the state authority that grants educator certification.

Admissions Requirements

All persons who wish to enter any counseling degree program must file a formal application for admission to Atlanta graduate studies with the Atlanta Campus Office of Admissions. For additional information, contact the Program Coordinator.

1. A master's degree in school counseling, counseling with a school counseling add-on, a counseling-related field from a regionally accredited college or university (CACREP/NCATE preferred). Candidates with a degree in education with a teaching-related emphasis from a regionally accredited college or university will also be considered *
2. A minimum graduate GPA of 3.5
3. A minimum GRE score of 900 (450 verbal and 450 quantitative if taken prior to August 1, 2011) or a MAT score of 406. If GRE is taken after August 1, 2011, a target score of 154 Verbal Reasoning and 144 Quantitative Reasoning is required.
4. Official transcripts for all college work attempted, both graduate and undergraduate
5. Copies of all current professional certifications/licensure
6. If seeking Georgia Level Six Certification, applicants must possess or be eligible for the Level Five Certificate in the field
7. A handwritten personal narrative and goals statement

8. A typed narrative of applicant's philosophy of education including the role of the professional school counselor in removing barriers to equity for P-12 students (identify level: elementary, middle, or high school)
9. A copy of a scholarly paper (can be from the candidate's Master's program or a published work)
10. Three current letters of recommendation specific to the Ed.S. program
11. A current resume/curriculum vitae
12. The \$35 nonrefundable application fee
13. An interview with the Counseling faculty

* Please see the Notice Regarding Acquiring School Counseling Certification under the General Requirements for the degree section.

Provisional Admission

If for some reason the applicant does not meet either the minimum GPA, the minimum test score, or if the applicant has not yet taken or received the score from the appropriate graduate admissions exam, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case by case basis and may be granted in the case of some documented extenuating circumstance. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester and will not be allowed to register for additional classes until acceptable test scores or GPA or both are achieved.

Application Deadlines

All admission requirements must be met with required official documents on file prior to registration for the first course. Applications are accepted year round but candidates are admitted for Fall semester and Spring semester. In order to be considered for admission for a particular semester, applications and all supporting materials must be received by the following dates:

May 1 for Fall Semester

September 1 for Spring Semester

April 1 for Summer Semester

It is in the candidate's best interest to have his or her file complete as soon as possible to minimize the chance of being closed out of either admission or registration.

Professional and Ethical Standards

Because of the nature of School Counseling, Professional Counseling, and Psychotherapy, Counselor Educators have an ethical responsibility to screen from the field those students who for one reason or another appear unable to perform the responsibilities of a counselor. To that end, evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. All students enrolled in the School Counseling program will be reviewed annually by a committee of faculty members. This process will include a review of the student's academic standing, skills acquisition, and professional and personal disposition in the field of school counseling. A student may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment

of the Counseling Program faculty, in jeopardy as a result of the student's behavior or performance.

Academic Standards

Candidates in the Ed.S. Program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two "C/C's" in those classes counted toward the degree. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status until he/she raises the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. If the semester average falls below 2.0 ("C"), the student's case will be reviewed by the Department and Chair and the graduate faculty and, without extenuating circumstances, the student will be dismissed from the graduate counseling program.

Limitation in Completion of Requirements

A student in the Ed.S. program must complete all requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Transient Status

An applicant who is currently admitted to full graduate standing in a degree program at another institution may be admitted as a transient student by submitting the application forms, the application fee, and a letter of permission from his/her institution in lieu of transcripts.

Course Load

In order to qualify for full-time status, a graduate student must enroll in 9 hours per semester. Students may enroll part time. In order to qualify for financial aid, a graduate student must be fully admitted and must enroll for a minimum of 6 hours per semester.

General Requirements for the Degree

The Educational Specialist Degree in School Counseling requires a minimum of 30 credit hours beyond the master's degree. The 30 credit hours include a three hour seminar in Current Trends in Professional School Counseling and completion of an internship and capstone project under the direction of a Mercer Counseling faculty member. Successful completion of a faculty developed comprehensive examination, which is part of the capstone project, is required for successful completion of the degree.

Certain conditions must be met to transfer graduate credit to Mercer's graduate program. The institution must be regionally accredited and the candidate must be admitted to the institution's graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Educational Specialist in School Counseling at Mercer. The work must be appropriate for the candi-

date's planned program. The maximum amount of transferred credit is limited to 6 semester hours. Only courses in which the candidate earned a "B" or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Ed.S.

***Notice Regarding Acquiring School Counseling Certification:**

Candidates who hold a master's degree in a counseling field other than School Counseling may apply and have a transcript evaluation completed as part of the application process. Upon completion of the transcript evaluation one of the following two possibilities exists for these candidates:

Candidates seeking initial certification in School Counseling and who hold a 54 hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may earn the program's recommendation for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: COUN 631, COUN 632, COUN 633, COUN 623, and COUN 640.

Candidates seeking initial certification in School Counseling and who hold less than a 54 hour (CACREP curriculum equivalent) master's degree in School Counseling or in a counseling field other than School Counseling or Education with a teaching-related emphasis may earn the program's recommendation for the School Counselor Level Six Certificate by completing all of the course work in the M.S. in School Counseling not previously completed, and all the coursework and requirements for the Ed.S. degree program.

Ed.S. in School Counseling Degree Course Requirements (30 credit hours)

Core Requirements (18 credit hours)

Counselor Related Courses (6 credit hours)

- COUN 706. Advanced Issues of Diversity and Social Justice (3 hours)
- COUN 802. Counselor Supervision (3 hours)

School Counseling Specific Courses (12 credit hours)

Required

- COUN 710. Advanced Exceptionalities: ASCA Applied to Counseling Exceptional Students (3 hours)
- COUN 711. Advocacy and Professional Development in School Counseling (3 hours)
- COUN 713. Educational Leadership for School Counselors (3 hours)
- COUN 714. Issues of Educational Law and School Counselor Ethics (3 hours)

School and Counselor Related Electives -Select Three (9 credit hours)

- COUN 702. Advanced Counseling Theory (3 hours)
- COUN 703. Advanced Group Counseling and Leadership (3 hours)
- COUN 704. Advanced Career Counseling and Development (3 hours)
- COUN 705. Advanced Ethical and Legal Issues in Counseling (3 hours)

COUN 712.	Addiction Prevention and Intervention with Youth and Families	(3 hours)
COUN 715.	Theories of Child and Family Counseling and Consultation	(3 hours)
COUN 716.	Theories of Adolescent and Family Counseling and Consultation	(3 hours)
COUN 830.	Research and Statistics I	(3 hours)

Required Capstone Experience (3 credit hours)

COUN 717.	Seminar in Current Trends in School Counseling	(3 hours)
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Educational Specialist Comprehensive Examination

Each candidate will be required to successfully complete comprehensive examinations in Theory and in Professional Practice. Comprehensive examinations will be designed following consultation between candidates and school counseling faculty. The comprehensive examinations should be taken upon completion of each candidate's planned course of study.

Capstone Project

During the candidate's first semester of study, the candidate will identify a particular pathway that he or she wishes to take in his or her school counseling career. This could include, but is not limited to, one of the following:

- Professional School Counseling in the P-12 Schools
- Supervisory roles within the P-12 Schools
- Supervisory roles at the district, state, or national level
- Post secondary advisement or counseling

In addition, the candidate will complete an internship in the chosen career path which will inform a portion of the capstone project. This field experience is part of the requirements for the practice of advocacy, professional development, and research in School Counseling. During the Seminar in Current Trends in School Counseling, the candidate will complete the written portion of the project, which is the written portion of the comprehensive examination. The defense of comprehensive examination will be presented orally to the counseling faculty and the candidate will be assessed both on the quality of the writing and the oral defense.

Doctor of Philosophy Degree in Counselor Education and Supervision

The Doctor of Philosophy (Ph.D.) degree complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the College of Continuing and Professional Studies. The mission of the College of Continuing and Professional Studies is to offer undergraduate and graduate academic programs and life-long learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in other academic units by offering general education and elective courses at the Regional Academic Centers and on the Macon and Atlanta campuses.

This mission is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports the College of Continuing and Professional Studies' commitment to quality instruction and community service.

Goals of the Ph.D. Program in Counselor Education and Supervision

The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. More specifically, graduates of the doctorate program in Counselor Education and Supervision will be able to demonstrate:

1. Advanced expertise in the application of theories and conceptual models to counselor education, supervision, practice, and research;
2. The ability to conduct research that advances the field of counseling;
3. The ability to evaluate the influences of ethical, social, political, demographic, and economic issues on mental health care and counseling;
4. The ability to assume leadership roles in education, supervision, training, practice, and research to improve mental health care and counseling.

Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a "scientist practitioner" model and should be both consumer and producer of research.

Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion

Admission

Admission to the Ph.D. program in Counselor Education and Supervision in the College of Continuing and Professional Studies is competitive. Applications will be accepted annually with a deadline of January 31st for application for fall entry. The number of openings in each class admitted will be determined by the number of faculty able to mentor and supervise each student. The admission requirements are as follows:

- A Master's degree in counseling or a counseling discipline from a regionally accredited college or university with preference given to graduates of CACREP accredited programs;
- A minimum graduate GPA of 3.5;
- Official transcripts from all undergraduate and graduate work attempted;
- An official GRE score report (target score of 1100 or higher on the combined quantitative and verbal and 4.0 on the analytic section if taken prior to August 1, 2011) or an official MAT score report (target score of 407 or higher). If GRE is taken after August 1, 2011, the target score is 156 Verbal Reasoning and 146 Quantitative Reasoning. Test scores must be less than six years old at the time of application;
- Submission of a curriculum vitae and copies of any licenses or certifications held;
- A writing sample on a topic of professional interest for counselors;
- Three current letters of recommendation;

- \$35 non-refundable application fee;
- A personal interview with the Counseling Program Doctoral Admissions Committee.

All admission requirements must be met with required official documents on file by the application deadline before an interview will be granted. Students transferring from other universities may be considered for admission to the Ph.D. in Counselor Education and Supervision program.

Degree Requirements

The Ph.D. in Counselor Education and Supervision at Mercer University requires a minimum of 84 graduate semester hours of study beyond the master's degree, including internship and dissertation requirements. The Ph.D. degree is the highest academic degree granted by American universities. It is awarded to those who demonstrate a mastery of the field in which it is awarded and who complete and defend a dissertation.

Core Requirements: (42 semester hours)

The core represents a common requirement for all Ph.D. students designed by the Counselor Education and Supervision Program to provide a specific body of coursework leading to expertise in research design and methodology, advanced theory, leadership and supervision, as well as awareness of social foundations and advanced counseling practice.

Required Research and Counseling Core Courses:

Research and Statistics:

COUN 830. Research and Statistics I	(3 hours)
COUN 831. Research and Statistics II	(3 hours)
COUN 832. Research Design	(3 hours)
COUN 901. Prospectus Design	(3 hours)

Counseling:

COUN 701. Advanced Psychometrics	(3 hours)
COUN 702. Advanced Counseling Theory	(3 hours)
COUN 703. Advanced Career Counseling and Leadership	(3 hours)
COUN 704. Advanced Career Counseling and Development	(3 hours)
COUN 705. Advanced Ethical and Legal Issues in Counseling	(3 hours)
COUN 706. Advanced Issues of Diversity and Social Justice	(3 hours)
COUN 707. Advanced Clinical Practicum	(3 hours)
COUN 801. Leadership and Consultation	(3 hours)
COUN 802. Counselor Supervision	(3 hours)
COUN 803. Internship in Supervision	(3 hours)

Cognate Area: (15 semester hours)

The student is responsible for developing a cognate area in consultation with his/her curriculum committee that creates a coherent major focus for his/her study and development in the field of counseling. Cognate areas available to doctoral students include, but are not limited to: Addictions, Career Development, Cultural Perspectives, Development, Psychometrics, Psychotherapy, Research, and School Counseling. The cognate is indi-

vidually designed with the student's curriculum committee and consists of a minimum of 15 semester hours of study from the following:

COUN 607.	Gender Issues in Counseling	(3 hours)
COUN 608.	Psychological Aspects of Substance Abuse	(3 hours)
COUN 615.	Psychological Helping Skills II	(3 hours)
COUN 616.	Psychological Helping Skills III	(3 hours)
COUN 623.	Play Therapy	(3 hours)
COUN 624.	Advanced Addiction Treatment	(3 hours)
COUN 625.	Case Management and Consultation	(3 hours)
COUN 626.	Current Issues in Career Education	(3 hours)
COUN 627.	Measurement Approaches and Resources in Career Counseling	(3 hours)
COUN 628.	Coaching, Consultation and Performance Improvement	(3 hours)
COUN 629.	Program Promotion, Management and Implementation	(3 hours)
COUN 708.	Advanced Techniques in Marriage and Family Counseling	(3 hours)
COUN 709.	Learning Theories	(3 hours)
COUN 710.	Advanced Exceptionalities: ASCA Applied to Counseling of Exceptional Students	(3 hours)
COUN 711.	Advocacy and Professional Development in School Counseling	(3 hours)
COUN 712.	Addiction Prevention and Intervention with Youth and Families	(3 hours)
COUN 713.	Educational Leadership for School Counselors	(3 hours)
COUN 714.	Issues of Educational Law and School Counselor Ethics	(3 hours)
COUN 715.	Theories of Child and Family Counseling and Consultation	(3 hours)
COUN 716.	Theories of Adolescent and Family Counseling and Consultation	(3 hours)
COUN 717.	Seminar in Current Trends in School Counseling	(3 hours)
COUN 804.	Personality Development	(3 hours)
COUN 805.	Cognition and Intellect	(3 hours)
COUN 806.	Psychotherapy I: Analytic Therapies	(3 hours)
COUN 807.	Psychotherapy II: Affective Therapies	(3 hours)
COUN 808.	Psychotherapy III: Behavioral Therapies	(3 hours)
COUN 809.	Psychotherapy IV: Cognitive-Behavioral Therapies	(3 hours)
COUN 810.	Test and Measures I: Intelligence/Achievement/ Personality Testing	(3 hours)
COUN 811.	Tests and Measures II: Projective Testing	(3 hours)
COUN 812.	Qualitative Research	(3 hours)
COUN 813.	Advanced Special Topics in Counseling	(3 hours repeat- able)
COUN 814.	Advanced Independent Study	(1-3 hours repeatable)
	Other coursework as approved by doctoral committee	

External Cognate: (15 semester hours)

Students are required to develop a second cognate area of study in consultation with his/her curriculum committee. This second cognate allows the student to explore other fields of study and to address areas of special interest. Fifteen semester hours are required for the external cognate as well. Students must take these 15 hours outside the Department of Counseling and Human Sciences and will work closely with his/her curriculum committee chair and the chairs/coordinators of the other programs/colleges and schools for this area of study. External cognates include but are not limited to: Pastoral Care and Counseling (with McAfee School of Theology), Marriage and Family Therapy (with the Medical School), Educational Leadership (with Tift College of Education), Leadership and Consultation (with Department of Leadership Studies), and Public Safety (with the Department of Leadership Studies).

Total Minimum Coursework Requirements-72 semester hours

Field Work/Internship: (6 semester hours)

COUN 910. Doctoral Internship (3 hours repeatable)

Each student must complete a minimum of one academic year, 6 hours, of internship. Students work closely with their committee chair to develop an internship acceptable to the committee in an area of practice, research, consultation, or counselor education and supervision. In compliance with CACREP standards, each six-hour internship must consist of a minimum of 600 hours of experience in the area approved by the student's committee.

Dissertation: (6+ semester hours minimum)

COUN 920. Dissertation (1-3 hours repeatable)

Candidates will register each semester for dissertation credit after completing coursework until the dissertation is successfully defended and accepted by the dissertation committee (1-3 hours repeatable)

Total Program:

Counseling Core-42 hours

Cognate-15 hours

External Cognate-15 hours

Doctoral Comprehensive Exam

Doctoral Internship-6 hours

Dissertation-6 hours

Total Ph.D. Minimum Requirements- 84 semester hours

Residency

Students in the Ph.D. program are expected to establish "residency" by attending school full time for the first thirty hours of the program to establish their research agenda, work with faculty on research, supervision, teaching, and extramural funding. During this residency period students will be eligible for Graduate Teaching Assistantships or Graduate Research Assistantships to aid them financially while they study full time. Once program residency is established at the completion of the first thirty hours, students may

attend part time or complete external field work or participate in other opportunities in counseling. During residency the student is expected to spend considerable time on campus beyond attendance in enrolled classes. Students should attend dissertation defenses scheduled in the department and should take advantage of workshops, colloquia, or symposia offered on campus or in the metropolitan area. Students may collaborate on research projects with faculty members and/or assist with instructional programs for master's and specialist degree students in counseling. Students may participate in and learn grant writing and extramural funding through searches and participation in the search, design, and writing of grants and projects for external funding.

Admission to Candidacy

Upon successful completion of the program of study, internship experience, and comprehensive exam, the student may apply for Candidacy in the Counselor Education and Supervision program. The student is responsible for completing the Application for Admission to Candidacy, and consulting with his/her curriculum committee to assure that all curricular, field experience, and exam requirements have been completed. The committee signs the application form if the above listed requirements have been met and the student requests an appointment with the program coordinator for an interview, review, and approval of admission to candidacy. Once fully admitted to candidacy the student is permitted to begin the formal process of presentation of the dissertation.

Grades

Candidates in the Ph.D. program must earn a "B" or better for each course. Candidates may repeat a specific course one time but may not repeat more than two courses in the program. Candidates who fail to meet these criteria will be dismissed from the program. To be eligible for graduation, a candidate must maintain a 3.50 average on all graduate courses included on the candidate's doctoral program of study. All courses carrying graduate credit at Mercer University are numbered 600 or above. Courses numbered 800 and above are open to doctoral candidates only.

Incomplete Grades

All "Incompletes" (IC) must be removed before the candidate can register for the next courses on the program of study. IC grades must be removed by the middle of the next semester of enrollment to prevent the conversion from IC to F.

Discipline and Screening Procedures

Counselor Educators have an ethical responsibility to screen from the field any student or candidate who, for academic or interpersonal reasons, may pose a threat to do harm to a client, the program, or an agency with whom Mercer University has contracted for placement in field experience/internship, teaching, training, supervision, or consultation. As such, assessment of a student's academic performance, practice skills, and interpersonal skills is continuous. Students who have such issues may be required to attend personal counseling, take some time off from the program, or may be dismissed from the program altogether depending on the nature of the problem. Students may appeal any decision of the program that results from action under the discipline and screening procedure.

DEPARTMENT OF LEADERSHIP STUDIES

Master of Science in Organizational Leadership

Lynn W. Clemons, *Program Coordinator/Associate Professor*

Thomas E. Kail, *Professor*

Richard R. Bohannon, *Associate Professor*

Gail W. Johnson, *Assistant Professor*

The Master of Science in Organizational Leadership is designed for aspiring or existing leaders in any profession. The curriculum covers such topics as conceptual and theoretical leadership models, leadership development, the challenges of leading change, strategic planning, organizational theory and behavior, as well as topics that impact health care, nonprofit organizations, and organizational development. This Master of Science in Organizational Leadership program emphasizes current and emerging leadership theories, best practices, skills, and strategies/tools used to enable organizational innovation, creativity, and change in increasingly complex work environments. Students will work collaboratively with a faculty advisor who will help them assess and develop their leadership skills, facilitate the transfer of their academic knowledge and research designs into workplace settings, and prepare them for leadership longevity.

The Master of Science in Organizational Leadership is designed for those persons interested in advanced leadership positions in the public or private sectors. The course work challenges students to think critically and to respond reflectively in an intensive learning environment. The curriculum combines a leadership studies core with work in one concentration that together create a graduate-level program that can be tailored to specific needs. The degree will provide students with the tools and best practices they will need in order to excel in today's complex organizations. Our program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, health care, military, and technology sectors. Specific concentrations may be offered at certain locations based on demand. Students will be able to tailor their degree to their own professional situation by selecting one of these concentrations:

- Leadership and Organizational Development and Change
- Leadership for the Health Care Professional
- Leadership for the Nonprofit Organization

Admission Requirements

All persons who wish to enter the program must file a formal application. Minimum academic admission requirements for the Master of Science in Organizational Leadership are as follows:

1. Students must have earned an undergraduate degree from a regionally accredited college or university.
2. Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted and should submit two official transcripts of all college work attempted.
3. Students must present a minimum score of 397 on the Miller Analogies Test or 800 on the GRE if taken prior to August 1, 2011. If taken after August 1, 2011, students must present a target score of 151 on the Verbal section and 143 on the

Quantitative section (excluding the analytical section). Test scores must be no more than five years old.

4. Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
5. Students must submit a Philosophy of Leadership essay or Educational Autobiography including career goals [no more than two double-spaced, word processed pages].
6. Students must submit a non-refundable \$25 application fee.
7. Students must have at least 8 years of organizational/work experience.
8. Students must submit a letter of recommendation/support from a person in the student's leadership structure.
9. Students must complete a formal interview with the departmental faculty. Interviews will be conducted only after potential candidates have applied for admission and are judged qualified.

Application Deadlines

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

Academic Standards

Students in the Master of Science in Organizational Leadership degree program are required to maintain a cumulative GPA of at least 3.0 (B) in all classes taken toward the degree. If a grade below C is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+'s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that class, and students may not re-take more than two classes in their program of study with Mercer. Students may not re-take an equivalent class at another institution in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed on probation. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. If the semester average falls below 2.0 in the Master of Science in Organizational Leadership program, the faculty and department chair will review the student's case. Without extenuating circumstances, the student will be dismissed from the program.

Course Load

Full-time status in the program is nine credit hours per semester. Students may attend on a part-time basis by taking less than nine credit hours. To qualify for financial aid, students must be fully admitted and must enroll in a minimum of six hours per semester.

Attendance

Without extenuating circumstances, students must attend all face-to-face meetings and participate each week during the hybrid meetings. If a student has an extenuating circumstance, the program faculty and department chair will review the student's case.

Transfer Credit

A maximum of six (6) semester units of graduate level credit may be transferred, where applicable to the Master of Science in Organizational Leadership degree. Transfer

courses must have been completed with a grade of “B” (3.0) or higher in the graduate division of a regionally accredited university within the last five years prior to enrolling at Mercer.

General Requirements for the Degree

The Master of Science in Organizational Leadership is a 36-credit hour program consisting of a 24 credit hour core curriculum (including one elective choice) and 12 credit hours in one of three areas of concentration: Leadership for the Health Care Professional, Leadership and Organizational Development and Change, and Leadership for the Nonprofit Organization.

Student Learning Outcomes

1. Students will become skilled, innovative, principled, and ethical leaders who understand the foundations of organizational leadership and build on those to contribute to the effective functioning of society at all levels.
2. Students will demonstrate an understanding that leadership is not solely a matter of formal authority or power but rather is a matter of influence, integrity, spirit, and respect regardless of one’s power or authority.
3. Students will demonstrate proficiency in inquiry, creative problem solving, and examining values in decision-making. Students design and complete a professional research project that demonstrates their understanding of the importance of research and careful data analysis in solving problems, and addressing issues related to organizational leadership.
4. Students will communicate effectively using various forms of expression, such as logical, statistical, and visual. While all students have proficiency in written and oral communication, they will demonstrate skill in professional presentations.

Degree Requirements (36 credit hours)

Core Requirements (21 credit hours)

A. Required

COMM 600.	Organizational Communication and Leadership	(3 hours)
LEAD 600.	Theories of Organizational Leadership	(3 hours)
LEAD 601.	Ethical Challenges in Organizations	(3 hours)
LEAD 602.	Organizational Theory and Behavior	(3 hours)
LEAD 603.	Research Strategies for Leaders I	(3 hours)
LEAD 700.	Research Strategies for Leaders II	(3 hours)
STAT 600.	Applications of Statistical Design	(3 hours)

B. Core Elective (3 credit hours required)

LEAD 701.	Special Topics in Organizational Leadership	(3 hours)
	or one course from any concentration	

C. Areas of Concentration (12 credit hours)

Student will select one of the following areas of concentration:

Leadership for the Health Care Professional

HCAL 600.	Introduction to Health Care Systems	(3 hours)
HCAL 601.	Health Care Leadership	(3 hours)
HCAL 700.	Health Care Policy and Law	(3 hours)
HCAL 701.	Health Systems Budgeting for the Nonfinancial Leader	(3 hours)

or

Leadership and Organizational Development and Change

ORGD 600.	Organizational Development and Change: A Leadership Perspective	(3 hours)
ORGD 601.	Organizational Consulting and Leadership Coaching	(3 hours)
ORGD 700.	Building Organizational Culture	(3 hours)
ORGD 701.	Leading the Strategic Planning Process	(3 hours)

or

Leadership for the Nonprofit Organization

NONP 600.	Introduction to the Nonprofit Sector	(3 hours)
NONP 601.	Nonprofit Governance and Volunteer Administration	(3 hours)
NONP 700.	Budgeting for the Nonprofit Sector	(3 hours)
NONP 701.	Capstone Seminar in Leadership for the Nonprofit Organization	(3 hours)

Leader-to-Leader Symposium

Each summer, students in the Master of Science in Organizational Leadership program are expected to attend the Leader-to-Leader Symposium, which will meet during the month of June each calendar year. Also included in the symposium are Mercer faculty, and leaders from various organizations in the community. Specialists from various disciplines related to leadership and its development will be invited to deliver short topical presentations and facilitate discussions among the participants. World Café processes may be utilized as the discussion methodology. Students and/or faculty members will monitor and collect results of the discussions. Selected student research reports will be presented along with poster displays from undergraduate and graduate students.

Leadership for the Health Care Professional Concentration

The Leadership for the Health Care Professional concentration provides health care professionals, including nurses, therapists, and technologists with an overall understanding of leadership issues in the context of contemporary health care. This concentration is designed for aspiring and committed professionals who are interested in careers in health services administration in such settings as hospitals, managed care organizations, medical group practices, ambulatory, long-term care, and home health care facilities, insurance and pharmaceutical companies, consulting firms, government, for profit, and nonprofit sector organizations. Emphasis is placed on leadership theories and practices, policy strategies, and ethical decision making as they relate to the health care field.

Student Learning Outcomes

1. Students will demonstrate an in-depth understanding of health care in America and globally by critiquing the design, structure, organization, and delivery of health care services.
2. Students will demonstrate an understanding of the budgeting process for the health care profession.
3. Students will develop the leadership skills needed to work in teams, build cross-functional teams, and facilitate collaborative decision-making.

Leadership and Organizational Development and Change Concentration

The Leadership and Organizational Development and Change concentration prepares students to participate in complex decision-making environments that affect the organization. This concentration broadens the student's capacity to lead organizational change in the face of resistance by understanding the essential skills used in developing the resources of the individual, group, and organization. Students practice problem-solving, strategic planning, critical thinking, and research methodology and policy formulation while focusing on key organizational leadership elements such as ethics, motivation, creativity, vision, and organizational development.

Student Learning Outcomes:

1. Students will develop an understanding of the theories, models, and application of organizational development skills and their importance to the overall effectiveness of the organization.
2. Students will become prepared for a leadership position within their respective organization.
3. Students will increase their capacity to lead organizational change, and coach or consult other leaders within the organization on leadership issues.
4. Students will demonstrate how societal, organization, and individual strategic planning levels can impact sustainability for the organization.

Leadership for the Nonprofit Organization Concentration

The Leadership for the Nonprofit Organization concentration is directed to promote excellence in the governance and leadership of nonprofit philanthropic organizations. The program's focus is on creating better leaders, better organizations, and better communities. The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofit organizations employ a sizable and increasing share of the nation's workforce, with employment growth outpacing a number of major industries. Nonprofits might include community organizations, neighborhood associations, child welfare agencies, family support centers, health-care organizations, municipal offices, and civic groups.

Student Learning Outcomes:

1. Students will learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
2. Students will learn about budgeting and fund development for the nonprofit sector.
3. Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
4. Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

**McAfee School of Theology &
College of Continuing and Professional Studies
Joint Master of Divinity &
Master of Science in Organizational Leadership,
Concentration in Leadership for the Nonprofit
Organization**

The joint M.Div. and M.S. in Organizational Leadership, with a Concentration in Leadership for the Nonprofit Organization, is designed to incorporate advanced theological training with leadership and organizational studies, providing students with the essential knowledge for ministry, as well as the tools and best practices they will need in order to excel in today's complex organizations. Our joint program will provide every student with opportunities for personal spiritual formation and development, as well as practical experience in his or her chosen field of ministry. Designed to promote excellence in the governance and leadership of nonprofit philanthropic organizations, the dual degree program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, health care, military, and technology sectors. Emphasizing current and emerging leadership theories, best practices, skills, and strategies/tools used to enable organizational innovation, creativity, and change in increasingly complex work environments, the program's focus is on creating better ministers, better leaders, better organizations, and better communities.

The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include para-church organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and the College of Continuing and Professional Studies.

Course Requirements: McAfee School of Theology

Course	Number	Credits	Date
Hebrew Exegesis I	OTH 603	3	_____
Greek Exegesis I	NTG 613	3	_____
Old Testament I&II	OTH 604	3	_____
	& OTH 605	3	_____
Jesus & the Gospels	NTG 611	3	_____
Paul & the Early Church	& NTG 612	3	_____
Church History I&II	CHH 621	3	_____
	& CHH 622	3	_____
Baptist Heritage	CHH 623	2	_____
Theology I&II	THP 631	3	_____
	& THP 632	3	_____
Preaching	PRC 651	3	_____
Worship	PRC 652	3	_____
Faith Development	CRE 682	3	_____
Evangelism & Mission I	EVM 661	3	_____
Pastoral Care	PAC 671	3	_____
Spiritual Formation I&II	SPF 701	2	_____
	& SPF 702	2	_____

Mentoring	MIN 901	3	_____
Capstone	MIN 903	3	_____

Required Theology Core Hours: 57

Additional Theology Elective Hours: 9 (3 electives)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Shared Courses:

1. MIN 801 Change and Conflict in the Church
In place of COMM 600 Organizational Communication and Leadership 3 _____
2. MIN 652 Leadership and Church Systems
In place of LEAD 600 Theories of Organizational Leadership 3 _____
3. ETH 641 Christian Ethics
In place of LEAD 601 Ethical Challenges in Organizations 3 _____
4. MIN 902 Mentoring for Contextual Leadership
In place of LEAD 602 Organizational Theory and Behavior 3 _____

Total Shared Courses: 12 hours

Course Requirements: CCPS

1. Introduction to the Nonprofit Sector NONP 600 3 _____
2. Nonprofit Governance and Volunteer Administration NONP 601 3 _____
3. Budgeting for the Nonprofit Sector NONP 700 3 _____
4. Capstone Seminar in Leadership in the Nonprofit Organization NONP 701 3 _____
5. Applications of Statistical Design STAT 600 3 _____
6. Research Strategies for Leaders I
PreReq: STAT 600 Applications of Statistical Design LEAD 603 3 _____
7. Research Strategies for Leaders II
PreReqs: STAT 600 Applications of Statistical Design LEAD 700 3 _____
8. Special Topics in Organizational Leadership or Elective LEAD 701 3 _____
or _____

Hours Required from CCPS Courses: 24

Total M.Div. / M.S. Dual Degree Requirement: 102 hours

Master of Science in Public Safety Leadership

Stephen E. Ruegger, *Program Coordinator/Associate Professor*

Richard R. Bohannon, Lynn W. Clemons, and Richard Martin, *Associate Professors*

V. Lynn Tankersley, *Assistant Professor*

The Master of Science (M.S.) Degree in Public Safety Leadership Program represents a broad range of study designed to meet the academic requirements of those who are new to the field of study and professionals who are already employed in the agencies that make up the public safety field. The M.S. program focuses on developing advanced professional competencies with an emphasis on excellence in leadership, effective cooperation, ethical behavior, critical thinking, and consolidated public service.

Public safety leadership, to include its foundations in such areas as homeland security, criminal justice, emergency management, fire and rescue services, emergency medical services, 9-11 communication centers, and other public service agencies, is vital in providing timely responses to natural and man-made disasters, property protection and addressing various criminal activity. Modern public safety leadership challenges have heightened the need for professional preparation in all areas of public safety services, especially since the terrorist attacks of September 11, 2001. The degree provides students with a thorough understanding of professional leadership practices and associated areas of interest in public safety operating environments and is offered in both executive and traditional formats to meet the needs of a diverse workforce. The program prepares graduates for upper level leadership positions, lateral job change/reassignments, and new employment in various local, state, and federal public safety service/first responder agencies.

Upon completion of the degree programs, students are able to:

1. Understand and apply the knowledge, skills, and abilities that are critical to public safety leadership effectiveness in today's public safety organizations.
2. Assess the various administrative, managerial, and leadership theories/perspectives as they relate to problem solving within a wide range of organizational structures.
3. Evaluate various public safety theories, applications, and approaches within the broad social, economical, technological, and political environments of which public organizations operate.
4. Command respect throughout the public safety field by being qualified to assume positions at the entry, supervisory, managerial, and leadership levels of a variety of public safety agencies within the local, state, and federal government settings.

Admission Requirements

All persons who wish to enter the program must file a formal application to the Atlanta Admissions Office, including a \$25 non-refundable application fee. For additional information, contact the Program Coordinator.

Minimum academic admission requirements for this degree are:

1. Students must have earned an undergraduate degree from a regionally accredited college or university.
2. Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted and should submit two official transcripts of all college work attempted.

3. Students must present a minimum score of 397 on the Miller Analogies Test or 800 on the GRE if taken prior to August 1, 2011. If taken after August 1, 2011, students must present a target score of 151 on the Verbal section and 143 on the Quantitative section (excluding the analytical section). Test scores must be no more than five years old.
4. Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
5. Students must submit a written autobiography including career goals.
6. Students must obtain a certificate of immunization.
7. Students must provide two letters of recommendation from people who are qualified to assess their academic potential in graduate school.
8. Students must attend an interview by the departmental admissions committee as the final step for admission.

Provisional Admission

If the applicant does not meet either the minimum GPA, the minimum test score, or if the applicant has not yet taken or received the score from the appropriate graduate admissions exam, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case-by-case basis and may be granted in the case of a documented extenuating circumstance. No more than 10% of students will be admitted annually on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester. A minimum grade of B will be required.

Application Deadlines

Students are accepted into the program prior to the beginning of fall, spring, or summer semesters.

Academic Standards

Students in the Public Safety Leadership degree program are required to maintain a cumulative GPA of at least 3.0 (B) in all classes taken toward the degree. If a grade below C is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+'s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that class, and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed on probation until raising the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. If the semester average falls below 2.0 in the Public Safety Leadership program, the faculty and the department chair will review the student's case. Without extenuating circumstances, the student will be dismissed from the Public Safety Leadership Program.

Limitation in Completion of Requirements

A student in the Master of Science in Public Safety Leadership program must complete all requirements within a six-year period. Time limits will be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Course Load

Full-time status in the program is nine credit hours per semester. Students may attend on a part-time basis by taking fewer than nine semester hours. To qualify for financial aid, graduate students must be fully admitted and must enroll in a minimum of six hours per semester. The Assistant Dean for Graduate Programs must approve requests for course overloads beyond nine hours.

See the Certification Program section of this catalog for information on the Public Safety Leadership Institute certificate program related to this degree.

Transient Status

A student who is currently admitted to full graduate standing in a degree program in another institution may be admitted by submitting the application forms, the application fee, and a letter of transient permission from his/her home institution in lieu of transcripts.

General Requirements for the Degree

The minimum credit requirement for the Master of Science Degree in Public Safety Leadership is 36 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

There are certain conditions that must be met before other graduate credit can be transferred to Mercer's graduate program. The student must have attended an institution accredited by a regional accrediting body and the student must have been admitted to the institution's regular graduate program. Graduate work taken at other institutions must have been part of a planned program leading to a degree equivalent to the degree of Master of Science in Public Safety Leadership at Mercer University. The work must be appropriate for the student's program at Mercer University. The maximum amount of transferred credit is six semester hours. Only courses in which the student earned a B or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Master of Science Degree in Public Safety Leadership.

Degree Requirements – 36 semester hours

Core Requirements (27 or 30 credit hours)

A. Required

LEAD 600.	Theories of Organizational Leadership	(3 hours)
LEAD 603.	Research Strategies for Leaders I	(3 hours)
LEAD 700.	Research Strategies for Leaders II	(3 hours)
PSLD 604.	Organizational Communication, Conflict Resolution, and Negotiations	(3 hours)
PSLD 605.	Leadership and Ethics in Public Safety Leadership	(3 hours)
PSLD 606.	Seminar on Terrorism	(3 hours)
PSLD 701.	Preparation, Execution, and Coordination of Disaster Response	(3 hours)
STAT 600.	Applications of Statistical Design	(3 hours)

Capstone: Students must select one of the following capstone courses

1. PSLD 798.	Master's Research Thesis option	(1-6 hours)
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- 2. PSLD 799. Master's Research Report plus a comprehensive examination in Public Safety Leadership option (3 hours)
- 3. 2 PLSD courses and a written comprehensive examination option

Total Core Requirements

- 1. Master's Research Thesis option 30 semester hours
- 2. Master's Research Report plus a comprehensive examination in Public Safety Leadership option 27 semester hours

B. Elective Courses (6 or 9 credit hours)

- CRJS 630. Forensic Psychology (3 hours)
- CRJS 631. History of Corrections and Jails (3 hours)
- CRJS 632. Deviant Behavior: Crime, Conflict, and Interest Groups (3 hours)
- CRJS 634. Nature of Crime and Justice in the 21st Century (3 hours)
- PSLD/CRJS 602. Comparative Studies in Public Safety (3 hours)
- PSLD 630. Leadership and Corrections (3 hours)
- PSLD 631. Cybercrime (3 hours)
- PSLD 632. Internship (3 hours)
- PSLD 633. The Budget Process (3 hours)
- PSLD 635. Local Government, Media, and Politics (3 hours)
- PSLD/CRJS 625/725. Special Topics in Public Safety Leadership (3 hours)

Total Degree Requirements-Research Thesis Option

- Total Core Requirements 30 semester hours
- Total Electives Requirements 6 semester hours

Total Degree Requirements-Research Report plus Examination option

- Total Core Requirements 27 semester hours
- Electives Requirements 9 semester hours

Core Required Courses: The required core courses provide a strong background in leadership, organization administration, ethics, and research methods. A student is required to take 27 semester hours of core courses for the Master's Research Thesis option. This option is designed primarily for those students who may seek a doctorate. If students elect the Master's Research Report option, 24 semester hours of core courses plus an exit exam are required.

Elective Courses: The elective courses focus on a variety of topics designed to enhance the core courses. Students are required to complete 9 or 12 hours from the elective course offerings, depending on whether they choose to complete the thesis or research report track option of the capstone.

Optional Internship: An internship is available for students interested in professional development and growth, and may be particularly helpful for students who have had little or no work experience in the field. The internship provides students with the opportunity to apply concepts and skills learned in their curriculum. Internship credit requires completion of 180 hours at an approved internship site. The student may only take three semester hours of internship. The application must be received at least six weeks prior to the semester in which the internship semester begins. If students elect to take the intern-

ship, the internship cannot be done in the student's place of employment. A comprehensive internship report is necessary upon completion of the internship.

Public Safety Leadership Capstone: The public safety leadership capstone functions as an integrative experience and provides students with a choice of activities designed to enhance their knowledge and application of public safety leadership and the research process. All Master in Public Safety Leadership students will be required to complete the capstone *after* the completion of the core course requirements. All students will complete one of the following three options.

1. Master's Research Thesis option (PSLD 798). The master's research thesis includes individual study of a selected research problem in public safety leadership under the direction of one of the faculty members. A research thesis option student must take 21 hours of core courses and 6 hours of research credit. Students may not register for the master's research thesis option credit unless 15 semester hours of core courses have been completed successfully.
2. Master's Research Report plus a comprehensive examination in Public Safety Leadership option (PSLD 799). The Master's Research Report option requires students to complete a written critical analysis of scholarly literature on core or specific topics in the field of public safety leadership, as well as to take a comprehensive exam at the end of the semester. Students choosing the Master's Research Report option will be required to enroll in the Master's Research Report option during the spring semester. Students who have completed at least 15 semester hours of core courses, will be permitted to enroll in the Master's Research Report.
3. Master's Coursework option plus a comprehensive examination in Public Safety Leadership. This option requires students to complete 6 hours of elective coursework and then complete a comprehensive written examination based on substantive areas of instruction within the degree program. Students who have completed at least 18 semester hours of core courses will be permitted to enroll in this option.

Master of Science in Public Safety Leadership (Executive Format)

Stephen E. Ruegger, *Program Coordinator/Associate Professor*

Richard R. Bohannon, Lynn W. Clemons, and Richard Martin, *Associate Professors*

V. Lynn Tankersley, *Assistant Professor*

The Master of Science in Public Safety Leadership (Executive format) degree places strong internal emphasis on innovation, creativity, critical thinking and analyses, problem solving, and entrepreneurship for those seeking higher education and advancement to higher public safety leadership positions. Public safety agency leaders consistently indicate that they desire to hire college graduates who can handle "out-of-the-box" situations that are frequently beyond the scope of traditional approaches to graduate educations. Potential students say that this type of education model is a "break-through" for them, because it combines much of their previous training and experience with formal education in a realistic manner. The degree program was designed to provide transformational change in the individual student, change that they can take back to their agencies and use to accomplish both personal and agency goals.

Upon completion of the degree program, students are able to:

1. Understand and apply the knowledge, skills, and abilities that are critical to public safety leadership effectiveness in today's public safety organizations.
2. Assess the various administrative, managerial, and leadership theories/perspectives as they relate to problem solving within a wide range of organizational structures.
3. Evaluate various public safety theories, applications, and approaches within the broad social, economic, technological, and political environments of which public organizations operate.
4. Command respect throughout the public safety field by being qualified to assume positions at the entry, supervisory, managerial, and leadership levels of a variety of public safety agencies within the local, state, and federal government settings.

Curriculum

This 2-year executive program is designed for public safety practitioners who want to advance their careers to higher leadership levels in today's public safety organizations. Specifically, the EMPSL degree program reaches out to both non-service students and practitioners who are seeking new jobs, those wanting to increase their proficiency in their current jobs, or those wanting to be promoted to positions of higher responsibility within their current agencies. Classes are offered through a hybrid of the traditional classroom teaching and online learning through a virtual portal. A typical 8-week semester course entails student participation in Preparation Periods, which consists of a wide range of weekly readings, structured projects, related "chats" and virtual discussions, and other academic activities reflecting critical thinking through Mercer's Blackboard online course management system. Also, students attend traditional classroom sessions with an instructor to facilitate the Application Periods, to include the administration of appropriate tests, giving feedback, and administering assessments and related evaluations. Students meet face-to-face at one of Mercer's Regional Academic Centers or other designated location for the Applications Periods.

Admission Requirements

Admission requirements for the Master of Science in Public Safety Leadership degree programs are as follows:

- Students must file a formal application for admission to graduate studies with a nonrefundable \$25.00 application fee.
- Students must have earned an undergraduate degree from a regionally accredited college or university.
- Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
- Students must present a minimum score of 800 on the GRE if taken prior to August 1, 2011. If taken after August 1, 2011 students must present a target score of 151 on the Verbal section and 143 on the Quantitative section (excluding the analytical section) or 397 on the Miller Analogies Test.
- Students must submit a written autobiography including career goals.
- Students must submit two official transcripts of all college work attempted.
- Students must obtain a certificate of immunization.
- Students must provide three letters of recommendation from people who are qualified to assess your academic potential in graduate school.

- Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
- Students must attend an interview by the departmental admissions committee as the final step for admission.

Degree Requirements

The minimum credit requirement for the Master of Science degree in Public Safety Leadership (Executive format) is 36 semester hours of graduate credit. No credit will be given for courses completed more than six years prior to the date of which the degree is to be conferred.

There are certain conditions that must be met before graduate credit can be transferred to Mercer's graduate program. The student must have attended an institution accredited by a regional accrediting body and the student must have been admitted to the institution's regular graduate program. Graduate work taken at other institutions must have been part of a planned program leading to a degree equivalent to the Master of Science degree in Public Safety Leadership at Mercer University. The maximum amount of transferred credit is six semester hours. Only courses in which the student earned a grade of "B" or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Master of Science degree in Public Safety Leadership.

Core Requirement Courses

The required core courses provide a strong background in leadership, organization administration, ethics, and research methods. A student is required to take 21 semester hours of course courses for the Masters in Public Safety Leadership (Executive format).

Elective Courses

The elective courses focus on a variety of topics designed to enhance the core courses. Students are required to complete 18 hours from the elective course offerings.

Public Safety Leadership Capstone

The public safety leadership capstone functions as an integrative experience and provides students with a choice of activities designed to enhance their knowledge and application of public safety leadership and the research process. All Public Safety Leadership (Executive format) candidates will be required to complete the capstone after the completion of the core course requirements. All students will complete course PSLD 799. Master's Research Report (Capstone: Applied Project), and a comprehensive examination in Public Safety Leadership.

Degree Requirements (36 credit hours)

Core Requirements (21 credit hours)

A. Required

LEAD 600.	Theories of Organizational Leadership	(3 hours)
LEAD 603.	Research Strategies for Leaders I	(3 hours)
LEAD 700.	Research Strategies for Leaders II	(3 hours)
PSLD 604.	Organizational Communication, Conflict Resolution, and Negotiations	(3 hours)

PSLD 605.	Leadership and Ethics in Public Safety	(3 hours)
PSLD 799.	Master's Research Report (Capstone: Applied Project)	(3 hours)
STAT 600.	Applications of Statistical Design	(3 hours)

B. Core Electives (15 credit hours required)

PSLD 606.	Seminar of Terrorism	(3 hours)
PSLD 625.	Special Topics in Public Safety Leadership	(3 hours)
PSLD 630.	Leadership and Corrections	(3 hours)
PSLD 631.	Cybercrime	(3 hours)
PSLD 633.	The Budget Process	(3 hours)
PSLD 635.	Local Government, Media, and Politics	(3 hours)
PSLD 701.	Preparation, Executive, and Coordination of Disaster Response	(3 hours)

Certificate Programs

Priscilla R. Danheiser, *Dean/Professor*

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

Kenyon C. Knapp, *Assistant Dean for Graduate Programs/Associate Professor*

Thomas E. Kail, W. David Lane, Laurie L. Lankin, and Arthur J. Williams, *Professors*

J. Thompson Biggers, Richard R. Bohannon, Lynn W. Clemons, and Stephen E. Ruegger, *Associate Professors*

Caroline M. Brackette, Diane M. Clark, Linda H. Foster, Donald B. Redmond, Karen D.

Rowland, and V. Lynn Tankersley, *Assistant Professors*

Kevin A. Freeman, *Visiting Assistant Professor*

Kelly L. Jones, *Instructor*

The College of Continuing and Professional Studies offers four non-degree certificate programs. On the Atlanta Campus, the College offers the Executive Leadership Development Program, the Substance Abuse (Addiction Counselor Training) certificate, and the Health Coaching Certificate programs. On the Atlanta Campus and in Savannah, the College offers the Public Safety Leadership Institute certificate program. The College also offers the Leadership for Medical Practice exclusively online.

Executive Leadership Development (formerly CDC Foundational Leadership) (Atlanta)

The Executive Leadership Development Certificate consists of three modules (32 hours each module offered over 4 consecutive days).

Module one identifies the type of leadership that is required to create and maintain high levels of performance in organizations. Participants will examine these concepts from an individual, interpersonal, group, and organizational point of view. Participants will have a better understanding of their own leadership style, and will be encouraged to develop a personal leadership development plan.

Module two has a special emphasis on typical interpersonal and leadership relationships. The goal of this module is the maintenance of effective communications within the organization. Participants will examine these concepts from an individual, interpersonal, group, and organizational point of view. Participants will have a better understanding of his/her own communication style, and will be encouraged to develop an action plan aimed at enhancing communications within the organization.

Module three explores the concepts that provide a foundation for the understanding of individual and group behavior in organizations, with special emphasis on interpersonal and leadership relationships. In addition, participants will examine the dynamics of motivation and its impact on performance within a culture. The concepts and practices discussed in this module will focus on the unique aspects of managing the participants' organization.

Participant Learning Outcomes

- Upon completion of a certificate in executive leadership, participants will be able to:
- Discuss the nature of leadership and its importance for organizations
 - Understand better their own leadership style, and will be encouraged to develop a personal leadership development plan
 - Understand better their own communication style, and will be encouraged to develop an action plan aimed at enhancing communications within the organization.
 - Examine the dynamics of motivation and its impact on performance within a culture.

Substance Abuse Counseling (Addiction Counselor Training) (Atlanta only)

The Addiction Counselor Training Certificate Program is presented in two formats: a series of 16 weekend modules designed to complete all education requirements for certification within eight months or a series of seven weekday (5 day) modules. These modules are presented to non-degreed student groups of 20 to 25 from individual participants or agencies that contract with the Department of Counseling and Human Sciences. The substance abuse certification program will allow participants to attend the training modules required for certification as a Certified Alcohol & Drug Counselor I (CADC I) or a Certified Alcohol and Drug Counselor II (CADC II) in accordance with certification standards of the International Certification & Reciprocity Consortium (IC&RC) and the Alcohol and Drug Abuse Certification Board of Georgia.

The Weekend Module Program consists of the following topics:

- Modules 1 & 2. Clinical Evaluation (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 3 & 4. Treatment Planning (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 5 & 6. Referral (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 7 & 8. Service Coordination (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 9 & 10. Counseling (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 11 & 12. Client, Family, and Community Education (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 13 & 14. Documentation (12 hours contact; 22 hours Online/Blackboard = 34 hours)
- Modules 15 & 16. Professional and Ethical Responsibilities (12 hours contact; 22 hours Online/Blackboard = 34 hours)

The Weekday Module Program consists of the following topics:

- Module 1. Theories of Addiction Part I (40 contact hours)
- Module 2. Theories of Addiction Part II (40 contact hours)
- Module 3. Theoretical Base of Counseling (40 contact hours)
- Module 4. Assessment and Diagnosis of Co-occurring Mental Health Issues (40 contact hours)
- Module 5. Counseling Skills and Techniques (40 contact hours)
- Module 6. Professional Issues in Substance Abuse Counseling (40 contact hours)
- Module 7. Twelve Core Functions (40 contact hours)

Leadership for the Medical Practice (Online)

The Leadership Certificate consists of 10 training modules delivered in an online format with several face-to-face meetings. Each module includes asynchronous assignments and discussions as well as synchronous (live) class sessions. The module format includes foundational and advanced training.

The learning experiences integrate theory and practice and provide participants with the opportunity to apply the learning to the work environment. Participants work with faculty who provide mentoring support.

Participant Learning Outcomes

Upon completion of a certificate in leadership for the medical practice, participants will be able to:

- Demonstrate the ability to read, write about, discuss, and understand issues of effective leadership communication and conflict resolution in the medical practice setting.
- Explore the concepts that provide a foundation for the understanding of individual and group behavior in organizations, with special emphasis on interpersonal and leadership relationships. In addition, managers will examine the dynamics of motivation and its impact on performance within a culture. The concepts and practices discussed in this module will focus on the unique aspects of managing in a healthcare organization environment.
- Examine business practices that are required to create and maintain high levels of performance in the organization. The focus will be on leadership versus management, for example, leaders do the right thing and managers do things right. Students will explore business practices and skills conducive to the healthcare industry as related to leadership.
- Apply principles of human resources to include human resource planning, recruitment and selection, evaluation, retention, equal employment, job design, training and development, and compensation/benefits in order to assist in maximizing the effectiveness of employees, volunteers, and others within the medical practice organization.
- Define and evaluate the commitment to patient's needs within the organization. Managers will learn how to facilitate professional responses from their team in order to promptly respond to customer complaints and concerns. An outcome of this module is the completion of a written action plan that will reinforce positive practice values concerning patient treatment and care.
- Apply organizational theory and strategic planning in the medical practice setting in order to improve performance. Participants learn how leadership can create a strong culture within an organization and how to lead with vision.

- Gain an understanding of information management in the health care industry, including an overview of medical evaluating information technology systems, managing change in the digital age, and leadership skills related to information management.
- Learn effective budgeting and fiscal methodologies used by practice managers in the healthcare industry to support the mission and goals of the medical practice. Managers will examine budgeting processes, explore the relationship between income and expense, and analyze financial reports and practices to assess the financial health of the practice.
- Understand an effective compliance program includes a commitment to an ethical way of conducting business, and a system for doing the right thing. The cornerstone of a compliance program begins and ends with the organization's "Code of Conduct." This module provides an introduction to health care compliance program, related to: prevention, detention, collaboration and enforcement.
- Apply the competencies of leadership—habits of the mind, habits of the heart, and habits of responsibility. This module, then, will focus on leadership development from the standpoint of recognizing the importance of developing the three key competencies.

Program Plan of Study

- Module 1 Organization Communication: (Face-to-face – 8 hours)
- Module 2 Team Building and Effective Interpersonal Relationships: (Online – 10 hours)
- Module 3 Management for the Practice Manager: (Online – 10 hours)
- Module 4 Human Resources: (Online – 10 hours)
- Module 5 Client/Patient Satisfaction: (Face-to-face – 8 hours)
- Module 6 Strategic Planning for Success: (Online – 10 hours)
- Module 7 Information Management: (Online – 10 hours)
- Module 8 Financial Leadership for the Nonfinancial Manager: (Online – 10 hours)
- Module 9 Health Care Compliance : (Online – 10 hours)
- Module 10 Effective Leadership for Health Care/Leadership Succession: (Face-to-face – 7 hours)

Public Safety Leadership Institute (Atlanta and Savannah)

Mercer University offers a Certificate in Public Safety Leadership to provide public safety leaders, as well as individuals who desire to advance to leadership positions in municipal, county, state, and federal agencies with coursework that examines current leadership models and practices, and creates an awareness of the knowledge, skills and attributes of a successful leader. It is a year-long program offered in 6 modules; each module is one week long. Students who complete the program earn a Certificate of Completion from Mercer University. Students can take the classes for credit or non-credit. Students who take the courses for credit earn 3 hours of credit for each module completed.

Student Learning Outcomes

- Upon completion of a certificate in public safety leadership, students will be able to:
- Discuss the nature of leadership and its importance for organizations
 - Demonstrate competence in using problem-solving skills
 - Discuss the origins of modern terrorism and issues related to homeland security

- Effectively assess and measure employee performance
- Dramatize effective interpersonal communication and leadership skills
- Solve ethical dilemmas

Program Plan of Study

HSRV 330. Conflict Resolution and Problem Solving	(3 hours)
ORGL 210. Foundations of Leadership	(3 hours)
PSFT 390. Special Topics in Public Safety: Seminar on Terrorism	(3 hours)
PSFT 390. Special Topics in Public Safety: Human Resources	(3 hours)
PSFT 395. Independent Study in Public Safety: Governance & Policy-Contextual Leadership	(3 hours)
PSFT 435. Ethics and Public Safety	(3 hours)

Health Coaching Certificate

Mercer University's Health Coaching Certificate Program is a 10-module training system aimed at enabling healthcare professionals to engage and empower their patients to strive for optimal levels of health and wellness.

Accomplished Health Coaches guide and coach each patient through their individual therapeutic process by:

- Helping the patient understand the information provided by their physician
- Ensuring continuity of care across multiple specialties
- Educating the patient in self-management of chronic diseases using evidence based guidelines

Health coaches also help healthcare organizations reach their goals by:

- Previewing and interpreting clinical and claims data to produce actionable steps that can lead to acceptable clinical outcomes
- Achieving optimal results with varying populations
- Minimizing hospital re-admission rates for chronic diseases
- Improving patient self-management of chronic diseases
- Optimizing diagnostic tests and procedures for appropriate care and access to care
 - Management of underuse, overuse, and misuse of resources

The Health Coaching Certificate Program is offered at Mercer University's Atlanta campus and can be completed within 10 months. The program format includes approximately 60% online and 40% face-to-face modules.

The face-to-face modules are offered during the weekdays, Monday through Thursday from 9am until 4pm, and the online modules are offered Monday through Saturday in a flexible learning format.

The Health Coaching Certificate Program consists of the following modules:

- Module 1: Introduction to Health Coaching (face to face module)
- Module 2: Roles of the Health Coach (online module)
- Module 3: Evidence Based Practice and Standards of Care (online module)
- Module 4: Working with Your Patients (online module)
- Module 5: Principles of Active Listening (Part I) (face to face module)
- Module 6: Principles of Active Listening (Part II) (face to face module)

- Module 7: Tapping into the Patient's Learning Style & Facilitating Behavior Change (online module)
- Module 8: Personalized Health Planning, Goal Setting, & Coaching Strategies/Techniques: Self-Management Support (online module)
- Module 9: Multicultural Perspectives in Health Coaching (online module)
- Module 10: Management of Information (face to face module)

COURSE DESCRIPTIONS

COMMUNICATION (COMM)

COMM 600. Organizational Communication and Leadership (3 hours)

Prerequisite: LEAD 600.

Students examine the theoretical and empirical literature addressing the function of communication within the context of complex organizations. Particular emphasis is placed on the evaluation of the roles and responsibilities of leaders as communicators and agents of change, while focusing on a variety of communication problems typically experienced in organizations.

COUNSELING (COUN)

COUN 601. Career/Vocational Counseling (3 hours)

This course helps familiarize the student with the nature and scope of career/ vocational development and counseling. Emphasis will be placed upon the content and process of career/vocational development and choice.

COUN 602. Introduction to Clinical Mental Health Counseling (3 hours)

This is a survey course designed to acquaint the graduate student with a broad view of the field of Counseling. As the introductory course for the Master of Science in Counseling degree, it covers a wide variety of topics, the understanding of which are essential to the study of counseling.

COUN 603. Directed Independent Study (3 hours)

The purpose of this course is to provide graduate students with the opportunity to study one specific topic or a series of related topics under the tutelage of an instructor of their choice.

COUN 604. Psychopathology (3 hours)

This course is designed to assist students to recognize and categorize psychological/behavioral patterns (syndromes) which are dysfunctional. Standards for categorizing behavior, purposes, uses and ethics of categorization will be explored. Developmental psychodynamics will be emphasized. The course will focus on utilization of the DSM IV TR Classification System for Mental Disorders.

COUN 605. Group Process and Procedures (4 hours)

This course is designed to familiarize the student with theory and techniques in group counseling. The student will be exposed to selected experiences in group participation, and provided limited opportunity to practice group leadership skills.

COUN 606. Psychological Helping Skills I (3 hour)

This course is an introductory course for prospective counselors who seek to improve

their listening skills, responding skills, and interpersonal effectiveness. The course is designed primarily as a personal experience in practicing newly acquired communication skills. This course uses an experiential format and requires participation in exercises and role play.

COUN 607. Gender Issues in Counseling (3 hours)

This course will focus on special needs and concerns of women in counseling, especially the influence of male/female roles and stereotypes as they pertain to the practice of counseling.

COUN 608. Psychological Aspects of Substance Abuse (3 hours)

Emphasis in this course is on the dynamics of substance abuse including alcohol abuse, other drugs, and food. Special attention is given to physiological factors, family dynamics, treatment methods and implications for schools, communities, and business.

COUN 609. Practicum (3 hours)

Prerequisites: COUN 601, 602, 604, 605, 606, 612, 613, 614, 617, 618, 621.

The Counseling Practicum is a one-term supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision. Practicum Fee.

COUN 610. Internship I and II (3-6 hours)

The Counseling Internship is a two-semester supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision. Internship Fee.

COUN 611. Special Topics in Counseling (1-3 hours)

The purpose of this course is to provide an opportunity for a wide variety to specific topics to be offered periodically or on a one time basis without the need for curriculum committee decisions on course that may not be taught regularly. Topics may include, but are not limited to: domestic abuse, psychopharmacology, geriatrics, other special populations, play therapy, family therapy, or many special topics too numerous to develop a standard course to address.

COUN 612. Counseling Theory (3 hours)

This course is designed so that the student begins to understand the development of the major schools of thought for understanding people that have evolved in counseling and psychology during its history. A major emphasis will be placed on how the theories complement each other as well as how they evolved as reaction to each other.

COUN 613. Cultural Perspectives in Counseling (3 hours)

This course will provide an overview of counseling approaches and research on culturally diverse people, such as: African-American, Asian, Hispanic, Native Americans, women, and persons with disabilities. Factors of education, emotion, and behavior will be addressed.

COUN 614. Life Span Development (3 hours)

This course provides a framework of the theoretical understanding of human development from birth to later adulthood including issues of gender, family and socialization. The course is intended to illustrate the normal developmental processes which occurs over a life span and sensitize counselors to events that may lead to a disruption of events that may eventually lead a person to seek counseling.

COUN 615. Psychological Helping Skills II (3 hours)

This course is a continuation of the skill development begun in Helping Skills I. Specifically, skill objectives will be a refocus on the development of the exploring and understanding phases of training. Participants primary emphasis will be the skill acquisition of the personalizing and action dimensions of the helping model.

COUN 616. Psychological Helping Skills III (3 hours)

Prerequisite: Permission of Instructor.

This course is a continuation of the skill development begun in Helping Skill I and Helping Skills II. Specifically, this course is designed primarily as experience in practice, training and supervision of students practicing newly acquired communication skill in Helping Skills I and Helping Skills II. There is a \$50 lab fee that must be paid when registering for this class.

COUN 617. Individual Analysis and Testing (3 hours)

The main focus of this course is the development of techniques for collecting, organizing, and using relevant information from tests and non-test methods in assisting individual's understanding themselves and in making meaningful life and career decisions. The instruments and inventories to be studied in this course will include paper and pencil tests, group administered tests, and inventories. Testing fee.

COUN 618. Ethics and Professional Issues (3 hours)

This course will provide an opportunity for understanding the concept of ethics as both an ideological and practical issue in the counseling profession. In a seminar/discussion format the students will be expected to actively participate in focusing upon provocative and challenging topics.

COUN 621. Research and Program Evaluation (3 hours)

This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

COUN 623. Play Therapy (3 hours)

The content of this course is designed to expose the students to a wide variety of play therapy techniques that they can utilize with children in a counseling setting. The course is highly experiential, and participation in the play activities is required.

COUN 624. Advanced Addiction Treatment (3 hours)

Prerequisite: COUN 608.

This course provides an advanced framework of the theoretical understanding of substance use and abuse. In addition, the course will focus on treatment modalities.

COUN 625. Case Management and Consultation (3 hours)

This course is designed to assist students in developing the skills associated with effective case management and consultation in a social services/correctional setting.

COUN 626. Current Issues in Career Education and Counseling (3 hours)

Prerequisite: COUN 601 or equivalent

This course helps familiarize the student with the nature and scope of career/vocational development and counseling. Emphasis will be placed upon the content and process of career/vocational development and choice.

COUN 627. Measurement Approaches and Resources in Career Counseling (3 hours)

Individual/group assessment skills considered essential for professionals engaging in

career counseling will be covered, as well as exposure to technology and information gathering to assist individuals with career planning.

COUN 628. Coaching, Consultation, and Performance Improvement (3 hours)

Knowledge and skills considered essential in enabling individuals and organizations to impact effectively upon the career counseling and development process will be included. Issues related to evaluating counselor performance, maintaining and improving professional skills, and seeking assistance for others when needed in career counseling will be covered.

COUN 629. Program Promotion, Management, and Implementation (3 hours)

Students will be exposed to skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.

COUN 630. Counseling Seminar (1 hour)

Prerequisites: COUN 601, 602, 604, 605, 606, 612, 613, 614, 617, 618, 621.

This is a capstone for the Master of Science in Counseling degree. Students prepare to take the departmental exit exam and/or licensing exam through a study and synthesis of coursework in eight core areas of counseling; social and cultural foundations, individualized helping skills, group process and practice, appraisal of the individual, career/vocational counseling, lifespan development, research and program evaluation, and ethics and professional issues. Students will also prepare a professional resumé and prepare for job interviews.

COUN 631. Introduction to School Counseling (3 hours)

This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs.

COUN 632. Leadership and Administration in School Counseling (3 hours)

This course is designed to provide students with a further understanding of the role and identity of professional school counselors. The course will assist students in obtaining skills necessary for development of a comprehensive developmental school counseling program, including those skills utilized in collaboration, consultation, and team building.

COUN 635. Orientation to Professional Practice (1 hour)

Students will be prepared to participate in clinical practice. Students will gain knowledge of Federal and State laws affecting clinical practice, including HIPPA and FERPA. Students will practice treatment planning and case management skills.

COUN 639. Practicum in School Counseling (3 hours)

Prerequisites: COUN 601, 602, 605, 606, 612, 613, 614, 617, 618, 621, 631, 632.

The Practicum in School Counseling is a one semester supervised experience. Candidates will spend 50 hours at each level (elementary school, middle school, and high school) in an accredited P-12 school. The Practicum is designed to place school counseling candidates in extended counseling relationships and situations with a variety of P-12 students under close supervision. The School Counseling Practicum will allow candidates the opportunity to practice previously learned counseling skills with individual P-12 students and to shadow an experienced school counselor in day-to-day activities.

COUN 640. Field Experience in School Counseling (6 hours)

The School Counseling Internship is a two-semester 750 hour supervised experience in three school settings (P-5, 6-8, 9-12). The School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced School Counselor and a faculty supervisor. Field Experience Fee.

COUN 641. Systems Theory in Counseling (3 hours)

The course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. An overview of the major theories of family counseling, methods, concepts, and principles applicable to helping people within a systems perspective will also be presented.

COUN 642. Theories and Methodologies of Brief Therapy (3 hours)

Prerequisites: COUN 602 or COUN 631, COUN 605, 606, 612.

The course is designed to provide an in-depth introduction to the varied theoretical and methodological perspectives on brief therapy. This will be accomplished through lecture and class discussion, case reviews, and role-play. Additionally, the cultural impact, empirical validation, and limitations of brief therapy will be examined.

COUN 701. Advanced Psychometrics (3 hours)

Candidates will gain knowledge of the development of techniques for creating and administering various types of assessments; as well as techniques for collecting, organizing, interpreting, and using relevant information from existing assessment instruments. Candidates will analyze information to assist individuals in understanding themselves and in making life and career decisions. Candidates will analyze instruments and inventories including established paper and pencil tests, established group administered tests and established inventories, and newly created tests and inventories.

COUN 702. Advanced Counseling Theory (3 hours)

Candidates will develop an advanced understanding of counseling theories and methods of intervention, prevention, and treatment of mental and emotional disorders. This advanced understanding includes the principles and practice of individual counseling, focusing on systems and consultation and their effectiveness in treatment. Candidates will demonstrate this understanding through research, role play, and selection and demonstration of appropriate theories and techniques applicable to counseling in a diverse society.

COUN 703. Advanced Group Counseling and Leadership (3 hours)

Candidates will investigate the impact of counseling theory on group structure and leadership techniques. They will develop advanced therapeutic techniques as they interact with a pre-selected group of Master's level candidates in the role of group leader. In addition, candidates will be expected to develop two group models: (1) a comprehensive, structured group model and (2) an unstructured, non-themed group model. Both groups will be modeled for the counseling setting in their particular area of practice.

COUN 704. Advanced Career Counseling and Development (3 hours)

Candidates will have the opportunity to integrate career development theory and practice within the context of career counseling and will develop an understanding of contextual (i.e., intrapsychic, social, and cultural) processes influencing career development from a life span perspective. Candidates will analyze current theories, research, practices, and resource materials in the fields of career development, career counseling, and career information.

COUN 705. Advanced Ethical and Legal Issues in Counseling (3 hours)

Candidates will examine contemporary ethical and legal issues in counseling, counselor education and supervision, and school counseling and will obtain an in depth knowledge of historical incidents which have shaped current ethical and legal practice in the profession. Candidates will articulate the process of ethical of decision making within a variety of contexts, including integration of worldviews in a diverse society.

COUN 706. Advanced Issues of Diversity and Social Justice (3 hours)

Candidates will gain an understanding that multiculturalism, the fourth force in counseling and psychotherapy, is a direct challenge and alternative, inclusive approach to the dominant, traditional models for providing psychological interventions. Candidates will participate in a seminar that allows advanced to enhance and apply self-awareness, knowledge, and skills of specific multicultural competencies with diverse populations. Candidates will apply theoretical and practical aspects of multiculturalism, including applicable theories, research, needs assessments, effective implementation and evaluation of models of multicultural counseling and social justice.

COUN 707. Advanced Clinical Practicum (3 hours)

Candidates will be in clinical placement as they develop and refine advanced counseling skills that should conceptually link counselor practice to teaching, consultation, and supervision.

COUN 708. Advanced Techniques in Marriage and Family Counseling (3 hours)

Candidates will investigate the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Candidates will explore the application of course material to their own family, work setting, and future teaching coursework.

COUN 709. Learning Theories (3 hours)

Candidates will perform a critical analysis of the major theories of learning, including the works of Thorndike, Pavlov, Guthrie, Tolman, Skinner, Mowrer, Bandura, Walters, and Perry. In addition, candidates will demonstrate the application of learning theories in the counseling setting.

COUN 710. Advanced Exceptionalities: ASCA Applied to Counseling of Exceptional Students (3 hours)

Candidates will study and critique relevant research pertaining to the physical, mental, emotional, and social traits of all types of individuals who are exceptional and will recognize major current problems and practices in the development of exceptionality programs and develop a plan to address the needs of P-12 students with exceptionalities, including the needs of gifted students. Candidates will participate in a required field experience.

COUN 711. Advocacy and Professional Development in School Counseling (3 hours)

Candidates will examine the new role of school counselors as agents of change, leaders, and advocates will be examined. Candidates will develop an understanding of the role of advocacy in breaking down barriers to educational access as well as the role of advocacy in promoting and maintaining the role of the professional school counselor in P-12 schools. Candidates will apply their understanding of advocacy to developing a personal agenda for professional development and systemic change.

**COUN 712. Addiction Prevention and Intervention (3 hours)
with Youth and Families**

Candidates will understand the impact of addiction on school aged children, their families, and society as a whole. They will examine prevention programs, the levels of prevention, and the ways that school aged children and families may benefit from early education and intervention. Candidates will participate in the design of an addictions prevention and intervention program for a selected group of school-aged children and investigate both addictions related to substance abuse and addictive behaviors, such as eating disorders, sexual addictions, and internet and gambling addiction.

COUN 713. Educational Leadership for School Counselors (3 hours)

Candidates will critically examine issues relevant to the development of school counseling programs while focusing on organization, implementation, and evaluation of a culturally relevant comprehensive developmental school counseling program. They will examine a selected P-12 school from among the surrounding districts and perform a needs assessment, establish program initiatives, and evaluate the efficacy of services rendered for one school counseling program.

COUN 714. Issues of Educational Law and School Counselor Ethics (3 hours)

Candidates will gain insight into the principles, practices, and application of educational law and the specialized ethical issues that are inherent to school counseling. Candidates will understand the laws that govern the operation and conduct of their organizations as they face a highly litigious society. They will engage in critical analysis of the relevant legal principles that affect the operation, organization, and administration of American schools and recognize how these principles affect their professional duties within the boundaries of constitutional, statutory, and case law.

COUN 715. Theories of Child and Family Counseling and Consultation (3 hours)

Candidates will engage in critical examination of theories of family and child-centered counseling. Candidates will apply knowledge of family systems theories to case studies and actual case examples. Candidates will gain knowledge and apply techniques inherent in theories of play therapy and filial therapy in both role play and in vivo situations.

COUN 716. Theories of Adolescent and Family Counseling and Consultation (3 hours)

Candidates will critically examine family based treatment models for families with adolescents and will gain knowledge with an emphasis on the integration of family systems theory and the family life cycle with adolescents (i.e., prevention and intervention).

COUN 717. Seminar in Current Trends in School Counseling (3 hours)

Candidates will engage in scholarly discussions of the counseling profession and specialty practices as applied in schools with considerations of the nature of schools as well as school counseling programs that are comprehensive, developmental, and collaborative in nature. Candidates will present special topics of interest throughout the semester and will complete their Capstone Project, including their related field experience, as they progress through this course.

COUN 801. Leadership and Consultation (3 hours)

Candidates will investigate and practice theories of instruction which meet the developmental needs of adult learners. Candidates will analyze instructional methods in counselor education and formulate a personal instructional theory. Candidates will investigate

models of counselor consultation and apply known models to the development of a model which fits with their career goals and areas of expertise.

COUN 802. Counselor Supervision (3 hours)

Candidates will gain knowledge foundation regarding clinical supervision, including: (a) an overview of supervision theories and models, (b) an orientation to the supervisory relationship, (c) modes and methods of supervision intervention, (d) the evaluation of supervisees and supervisors, (e) legal and ethical considerations in the provision of clinical supervision, and (f) supervision research issues.

COUN 803. Internship in Supervision (3 hours)

Candidates will apply the theories and skills presented in COUN 802. Counselor Supervision. Candidates will have an opportunity to investigate and demonstrate the skills connected with various theories and models of supervision while they supervise Master's level candidates who are participating in field experience.

COUN 804. Personality Development (3 hours)

Candidates will critically examine the major personality theories, including those proposed by Freud and his followers, learning theorists, trait theorists, social-learning theorists and humanists. Using current research methodology, candidates will apply current research to the historical theories of personality development,

COUN 805. Cognition and Intellect (3 hours)

Candidates will gain an understanding of how thinking and knowledge change with age. Candidates will investigate a variety of theoretical approaches in order to understand similarities and differences among children in the way they think. Candidates will develop the ability to critically evaluate research and to clearly communicate about the research in the field of cognitive development.

COUN 806. Psychotherapy I: Analytic Therapies (3 hours)

Candidates will engage in advanced study and application of analytic therapy techniques through practice and skill building activities with individuals, couples, groups, and families.

COUN 807. Psychotherapy II: Affective Therapies (3 hours)

Candidates will engage in advanced study and application of affective therapy techniques through practice and skill building activities with individuals, couples, groups, and families.

COUN 808. Psychotherapy III: Behavioral Therapies (3 hours)

Candidates will engage in advanced study and application of behavioral therapy techniques through practice and skill building activities with individuals, couples, groups, and families. Discuss ethnocentric biases and ethical issues and how multicultural and gender issues can be integrated into counseling and consultation strategies.

COUN 809. Psychotherapy IV: Cognitive-Behavioral Therapies (3 hours)

Candidates will engage in advanced study and application of cognitive-behavioral therapy techniques through practice and skill building activities with individuals, couples, groups, and families. Discuss research, current issues, and future trends of individual counseling, group counseling, and consultation in the treatment of and prevention of mental and emotional disorders using cognitive-behavioral therapies.

COUN 810. Tests and Measures I: Intelligence/Achievement/ Personality Testing (3 hours)

Candidates will engage in the development of techniques for creating and administering intelligence, achievement, and personality tests and using relevant information from these tests and use this information to assist individuals in understanding themselves and to make life and career decisions.

COUN 811. Tests and Measures II: Projective Testing (3 hours)

Candidates will engage in the development of techniques for creating and administering projective tests and using relevant information from these tests and use this information to assist individuals in understanding themselves and to make life and career decisions.

COUN 812. Qualitative Research (3 hours)

Candidates will examine the assumptions, theories, and practice of qualitative research. Candidates will design, conduct, and report a pilot study for a piece of qualitative research that demonstrates their observational and interviewing skills.

COUN 813. Advanced Special Topics in Counseling (3 hours repeatable)

Candidates will be provided with an opportunity for intensified study in a topic not generally offered within the regular course offerings.

COUN 814. Advanced Independent Study (1-3 hours repeatable)

Candidates will be allowed the opportunity to work on individual projects, research, or readings under faculty supervision.

COUN 830. Research and Statistics I (3 hours)

Candidates will take initial steps toward understanding of and modes of analysis involved in quantitative social science inquiry in this first of three available courses in Research. Candidates will use data sets from a limited number of studies to provide a vehicle for understanding key statistical aspects of research design, and for illustrating the application of widely-used statistical techniques.

COUN 831. Research and Statistics II (3 hours)

Candidates will demonstrate the ability to apply simple and multiple regression analyses, analyses of variance, and analyses of covariance to various data sets, appropriately interpreting the results. The student will do advanced work with SPSS.

COUN 832. Research Design (3 hours)

Candidates will examine research methods and design in counseling, including types of research as well as the process of selecting a topic, generating questions and hypotheses, and selecting samples for study. Candidates will generate a proposal for a research project related to their areas of interest.

COUN 901. Prospectus Design (3 hours)

Candidates will review various research designs and their corresponding methodologies in order to begin the process of deciding on and refining their own dissertation question. Candidates will engage in a critical analysis of their dissertation prospectus.

COUN 910. Doctoral Internship (3 hours repeatable)

Candidates will have the opportunity to practice and enhance counseling skills in a setting that mirrors the candidate's career goals. Candidates will be provided with both group and individual supervision conducted by faculty and on site supervisors.

COUN 920. Dissertation (1-3 hours repeatable)

Candidates will register each semester for dissertation credit after completion of all coursework. The candidate will then register each semester for dissertation credit until the

dissertation is successfully defended and accepted by the dissertation committee. The dissertation is the culmination of the original research project required for the Ph.D. degree. Candidates will demonstrate mastery of the field in which the dissertation is completed.

CRIMINAL JUSTICE (CRJS)

CRJS 602. Comparative Studies in Public Safety (3 hours)

(Cross-listed with PLSD 602)

Comparative criminal justice involves the study and description of various nations' law, criminal procedures and justice processes. This course attempts to build on students' knowledge of public safety among selected countries by investigating and evaluating various countries' culture and institutions.

CRJS 625/725. Special Topics in Public Safety Leadership (3 hours)

(Cross-listed with PSLD 625/725)

The purpose of this course is to enable students to pursue a subject in depth that is not usually taught as part of the core or electives. The student must seek approval from the program coordinator to register for this course.

CRJS 630. Forensic Psychology (3 hours)

Students will examine the impact of specific mental disorders on the public safety system. Investigative psychology will be examined in regards to profiling, the polygraph, and identifying characteristics of offenders. Developmental factors in the development of habitual criminal behavior will be emphasized. The psychology of violence, sexual assault, and victimology will be studied.

CRJS 631. History of Corrections and Jails (3 hours)

This course will explore the history of the asylum in America. Specific emphasis will be placed on the Jacksonian Era and the construction and maintenance of institutions that confined deviant and dependent members of the community. The care and correction of the criminal, the insane, and the poor will be studied.

CRJS 632. Deviant Behavior: Crime, Conflict, and Interest Groups (3 hours)

The purpose of this course is to develop an understanding of crime and criminal behavior including violent crime, organizational deviance, sexual behavior, mental health, and substance abuse.

CRJS 634. Nature of Crime and Justice in the 21st Century (3 hours)

Current issues concerning law makers, police, courts, and corrections will be examined. The long range prospects for the external environment in which an organization operates, expected trends, forces for change, and uncertain and emergent developments will be studied in regards to public safety leadership.

LEADERSHIP FOR THE HEALTH CARE PROFESSIONAL (HCAL)

HCAL 600. Introduction to Health Care Systems (3 hours)

Prerequisites: LEAD 600, 602.

This course is an overview of the current health care system in the United States. Selected comparisons will be made to health care systems in other countries. Students

examine different health care contexts (hospitals, nursing homes, ambulatory and home health care, behavioral health facilities) as they interact with governmental and insurance company policies. National trend data will be used to determine how the current health care system can better organize, deliver, and administer health care.

HCAL 601. Health Care Leadership (3 hours)

Prerequisites: LEAD 600, 602.

Students perform a critical examination of the essential components of leadership necessary for a successful health services career. Students will focus on the key values and ethical considerations that guide a leader's personal and professional decision making in a frequently changing and morally and ethically ambiguous health services environment.

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

Prerequisites: LEAD 600, 601.

Students explore the determinants, components, and processes of health policy and law-making in the United States. International comparisons will be featured to more fully examine political forces and their role in policy analysis, formulation, implementation, evaluation, and change.

HCAL 701. Health Systems Budgeting for the Nonfinancial Leader (3 hours)

Prerequisites: HCAL 700, LEAD 600, 601, 700.

Students apply fiscal theories, concepts, and models to health care systems and their influence on decision-making. In particular, students will examine the roles of strategic planning, contract administration, and negotiation in the integration of funding structures with managed care structures like health maintenance organizations (HMOs), preferred provider organizations (PPOs), and independent practice associations (IPAs).

LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT AND CHANGE (LEAD)

LEAD 600. Theories of Organizational Leadership (3 hours)

This course provides the foundation for the Master of Science in Organizational Leadership, and starts with the premise that everyone is capable of leadership. Students will demonstrate a comprehensive analysis of major leadership theories and research approaches. An integral part of the learning involves students assessing their own leadership philosophy and then analyzing the relationship between their philosophy and selected theories of leadership. It establishes this premise by exposing students to a series of alternative perspectives of leadership, including some contemporary collaborative models.

LEAD 601. Ethical Challenges in Organizations (3 hours)

Prerequisite: LEAD 600.

Students examine the challenges of being an ethical, vision-oriented leader (at any level of organization) who must navigate in turbulent, changing environments that often pose choices between "right and right." Learners explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action.

LEAD 602. Organizational Theory and Behavior (3 hours)

Prerequisite: LEAD 600.

Students explore traditional and contemporary theories of organizations. It links organiza-

tional theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, and effectiveness) that confront modern complex organizations in today's changing workplace.

LEAD 603. Research Strategies for Leaders I (3 hours)

Prerequisites: COMM 600; LEAD 600, 602; STAT 600; three hours from the selected concentration.

This course provides an in-depth review of critical research principles to prepare students to complete a research project. Specifically, students learn to think critically, to analyze data, employ statistical models, and to examine research methodology, instruments and measures. Students are taught research proposal writing and are required to turn in a project proposal that includes a draft of the Introduction (Section I) and the Methodology (Section III), a description of the survey instrument and IRB forms if applicable.

LEAD 700. Research Strategies for Leaders II (3 hours)

Prerequisites: LEAD 603; STAT 600; six-nine hours from the concentration.

This course focuses on researching and writing critical reviews of literature and on formatting research findings in a research report. Students are required to turn in final drafts of the Literature Review (Section II), Results (Section IV), and Implications: Recommendations for further Research (Section V) to complete their research project. Students are required to prepare a digital presentation of their project and may expect to present a report of their findings at the annual Leader-to-Leader Symposium.

LEAD 701. Special Topics in Organizational Leadership (3 hours)

Prerequisite: LEAD 600.

Students examine an interdisciplinary study of a significant topic in the area of organizational leadership which is not available through the program offerings.

LEADERSHIP FOR THE NONPROFIT ORGANIZATION (NONP)

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

Prerequisites: COMM 600; LEAD 600, 602.

Students explore the history, foundations, and types of nonprofit organizations and the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations using ethical, legal, and global lenses.

NONP 601. Nonprofit Governance and Volunteer Administration (3 hours)

Prerequisite: NONP 600.

Students examine the volunteer administration process (recruitment, orientation, training, supervision, and evaluation) with an emphasis on creating and maintaining an effective board of directors for the nonprofit organization.

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

Prerequisites: NONP 600, 601.

Students examine budgeting concepts, policies, and practices as they apply to nonprofit organizations in their fiscal climate. Students examine major fiscal policy debates and interpret and construct budgets and funding statements/requests.

NONP 701. Capstone Seminars in Leadership in the Nonprofit Organization (3 hours)

Prerequisites: LEAD 601, 700.

This course provides students with an opportunity to integrate learning from their coursework in a capstone project: an applied project grounded in a real world experience in the nonprofit community. The capstone may focus on governance, policy, marketing/promotion, or leadership in either the public or private nonprofit sectors or adopt a cross-sector perspective.

LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT AND CHANGE (ORGD)

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

Prerequisites: LEAD 600, 602.

Students focus on strategies for effecting successful change in the face of resistance and conflict. Particular attention will be paid to conflict resolution strategies at both the personal and organizational level and the use of strategic planning to effect organizational development/change.

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

Prerequisites: LEAD 600, 602.

Students explore the theories and practices of organizational consulting and leadership coaching in the contemporary organizational environment. Particular attention will be paid to the skills of effective coaching/consulting: using active listening, empowerment, and feedback to create interactive dialogue and deeper understanding.

ORGD 700. Building Organizational Culture (3 hours)

Prerequisites: LEAD 603; ORGD 600.

Students examine the cultures and subcultures of the various functions that constitute the organization focusing on the communication strategies that make possible collaboration across subcultural boundaries. They examine the role that leaders play as partners in shaping, and being shaped by, the organizational cultures they seek to influence.

ORGD 701. Leading the Strategic Planning Process (3 hours)

Prerequisites: LEAD 700; ORGD 700.

Students examine principles and applications of strategic planning and organization design. It covers methods for assessing key features of organizational environments and competitive situations: identifying, developing, selecting and implementing strategy.

PUBLIC SAFETY LEADERSHIP (PSLD)

PSLD 601. Multidisciplinary View of Theories and Models of Leadership (3 hours)

This course will address the nature and importance of leadership in public safety. Students will examine leadership styles and leadership roles. Power, politics, and leadership will be explored as well as leadership development, succession, and followership.

PSLD 602. Comparative Studies in Public Safety (3 hours) *(Cross-listed with CRJS 602)*

Comparative criminal justice involves the study and description of various nations' law, criminal procedures and justice processes. This course attempts to build on students' knowledge of public safety among selected countries by investigating and evaluating various countries' culture and institutions.

PSLD 604. Organizational Communication, Conflict Resolution, and Negotiations

(3 hours)

The course will help students to develop an understanding of organizational communication with a focus on conflict resolution and negotiations.

PSLD 605. Leadership and Ethics in Public Safety Leadership

(3 hours)

Students will examine the theoretical basis for ethics and to develop an understanding of methods used to resolve ethical dilemmas. A history of unethical decision-making will be explored.

PSLD 606. Seminar on Terrorism

(3 hours)

The purpose of this course is to examine how the war on terrorism has affected first responders such as police and fire departments, how it has transformed local and state government planning, and how it has defined a new relationship between state and local government.

PSLD 625/725. Special Topics in Public Safety Leadership

(3 hours)

(Cross-listed with CRJS 625/725)

This course is designed to enable students to pursue a subject in depth that is not usually taught as part of the core or electives. The student must seek approval from the program coordinator to register for this course.

PSLD 630. Leadership and Corrections

(3 hours)

Students will develop an understanding of the historical problems that frame our contemporary experiences of corrections. Students will learn the complexity of correctional organizations and alternatives for dealing with current correctional issues and trends.

PSLD 631. Cybercrime

(3 hours)

The purpose of this course is to acquaint the student with the emergence, prevention, and control of high tech crime. The student will synthesize conclusions in the areas of research such as: information technologies, the sociology/ anthropology/psychology of cyberspace, computer security, deviance, law, criminal justice and risk management, and strategic thinking.

PSLD 632. Internship

(3 hours)

Students will take three credit hours over the course of a semester of practicum, internship, field placement, or equivalent in the student's specialty field of study. The Public Safety Leadership faculty will work in partnership with individual students to develop internship site placements. An internship report is required. Internship Fee.

PSLD 633. The Budget Process

(3 hours)

This course provides the student with a working knowledge of performance budgeting. Planning, performance measurement, benchmarking, and evaluation will be addressed in respect to local and state government budgeting. The intent is to present performance budgeting not as a stand-alone technique, but as an extension of the traditional budget process that reconciles financial and operational accountability.

PSLD 635. Local Government, Media, and Politics

(3 hours)

This course defines the dynamics of public policy, elucidates the complexity intrinsic to each stage of the process, and delves into the implications of public policy for public safety leadership and society. The course incorporates contemporary examples with a variety of creative exercises in the dynamics of public policy that demonstrate theoretical and

practical understanding of public safety politics. A seminar approach to the subject matter merges a solid coverage of theoretical principles with an applied approach.

**PSLD 701. Preparation, Execution, and Coordination
of Disaster Response (3 hours)**

Disaster planning will be explored in depth. Particular emphasis will be on preparing for man-made and natural disasters as well as accidental disasters such as plane crashes and plant explosions. Learning from scientific disaster studies will be a major focus in this course.

PSLD 798. Master's Research Thesis (6 hours)

The master's research project includes individual study of a selected research problem in public safety under the direction of an approved faculty member. Students may not register for the master's research project unless all other required core courses have been completed successfully. A student will propose, conduct, and develop a project consisting of an abstract, problem statement, literature review, methodology, discussion, and suggestions for future research.

PSLD 799. Master's Research Report (3 hours)

The Master's research project requires students to complete a written critical analysis of scholarly literature on core or specific topics in the field of public safety leadership, as well as successfully completing a comprehensive exam at the end of the semester.

STATISTICAL DESIGN (STAT)

STAT 600. Applications of Statistical Design (3 hours)

Prerequisites: COMM 600; LEAD 600.

Students examine statistical and critical thinking, including the uses and abuses of statistics, descriptive statistics, probability, sampling distributions, interval estimation, hypothesis testing, and regression. Students learn concepts of probability and statistical inference, focusing on an intuitive approach to understanding concepts and methodologies. Students develop familiarity with methods of research and analysis useful to organizational leaders. Survey and research design, statistical methods such as descriptive and inferential statistics, including linear regression, will be covered. The course involves hands-on computer work using statistical applications.

The Georgia Baptist College of Nursing

The catalog for the Georgia Baptist College of Nursing is a separate publication. However, specific policies and procedures contained within the Cecil B. Day catalog will apply to the Georgia Baptist College of Nursing programs on the Atlanta Campus.

The College of Pharmacy and Health Sciences

The catalog for the College of Pharmacy and Health Sciences is a separate publication. However, specific policies and procedures contained within the Cecil B. Day catalog will apply to some of the College of Pharmacy and Health Sciences programs on the Atlanta Campus.

The James and Carolyn McAfee School of Theology

R. Alan Culpepper, *Dean*

Karen G. Massey, *Associate Dean for the Master of Divinity Degree Program/Associate Professor*

Robert Nash, *Associate Dean for the Doctor of Ministry Degree Program/Professor*

William Loyd Allen, Nancy L. deClaissé-Walford, David P. Gushee, Ronald W. Johnson, Peter Rhea Jones, Thomas B. Slater, Daniel Vestal, and Graham B. Walker, Jr., *Professors*

David G. Garber, Jr., Denise M. Massey, and Brett Younger, *Associate Professors*

James N. Hollingsworth and Chanequa Walker-Barnes, *Assistant Professors*

History and Mission Statement

History

When Jesse Mercer founded Mercer University in 1833, he and other Georgia Baptist leaders envisioned an institution that would provide students with a classical and theological education. Their concern was for young preachers and for members of the area's Baptist churches. Mercer knew these churches desperately needed pastor-leaders who understood scripture and could clearly articulate their Christian beliefs.

Over the intervening years, the institution founded by Jesse Mercer has developed into a university of far-reaching influence that is now among the largest Baptist institutions in the United States. Today, more than 8,000 students are enrolled at the University's Macon, Atlanta, and Savannah campuses and four regional academic centers.

Pastors and students who seriously examined the opportunities for seminary-level training expressed a need for new educational alternatives within the Baptist tradition. After careful consideration of the issues and an extensive feasibility study, the University's Board of Trustees, in June of 1994, voted to establish a school of theology.

The McAfee School of Theology partners with the Cooperative Baptist Fellowship and attracts students who have looked critically at their educational options and who seek a theological education that will best prepare them for a lifetime in ministry.

Mission and Founding Principles

The Mission of the McAfee School of Theology is to extend the mission of the Church in the world by equipping women and men called of God for authentic ministry, the pursuit of spiritual maturity, and the lifelong process of theological inquiry.

We are a community:

- Centered on God in Jesus Christ,
- Led by the Holy Spirit,
- Guided by sacred Scripture,
- Founded on the heritage of Baptists, and
- Committed to the ministry of the Church.

Our vision is to graduate ministers whose passion for God and neighbor leads Christian communities to integrate head and heart, worship and witness, tradition and innovation, responsible theological inquiry and prophetic vision.

Based on Jesse Mercer's vision, the McAfee School of Theology is founded on ten principles that have guided its inception and will continue to guide its formation and character:

1. The school shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.
2. The school shall spring from Mercer University's conviction about its own vocation as an institution that was born of and is nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.
3. The school shall seek to educate students who are:
 - literate and disciplined in the study of sacred scripture;
 - articulate in understanding the historical and theological issues of faith;
 - effective preachers and interpreters of the Christian gospel;
 - wise and compassionate in personal and social ministry;
 - prepared to integrate faith and life in the spiritual formation of congregations.
4. The school shall be devoted to the preparation of men and women who combine the call of God's spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible pastors and leaders in ministry.
5. The school shall be inclusive in spirit and practice, affirming the open search for truth and fostering tolerance for religious and intellectual diversity.
6. By underscoring both scholarly discipline and the experience of ministry, the school shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion and the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.
7. The school shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.
8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the school shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God's purpose and presence in the world.
9. The school shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.
10. The school shall serve as a continuing resource to churches, pastors, and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors, and other church leaders.

Community

A crucial component of theological education is the experience of shared life and faith. At the McAfee School of Theology, the faculty and staff are committed to the practice of Christian community and encourage all students to enter as fully as possible into this community of faith.

A vital part of the McAfee community is a group of students elected to act as liaisons between the student body and the faculty. The Student Advisory Council (SAC) sponsors student forums at which students are given the opportunity to voice concerns and suggestions that will be presented to the faculty. In addition, SAC organizes gatherings, mission projects, and fellowships that allow students to enjoy spending time together in an informal atmosphere. Elections for the Student Advisory Council are held in the spring and fall semesters of each year. Dr. Karen Massey serves as the faculty advisor.

The Multicultural Student Association affirms the cultural diversity in the McAfee community through social events, social gatherings and worship opportunities. Its officers have included students from every corner of the community, including international students. Dr. Denise Massey and Dr. Thomas Slater are faculty advisors.

Beginning with first-year classes on spiritual formation, students are invited into the experience of shared relationships, support, and prayer. The experience of being a community is nourished and encouraged in many ways, with opportunities for worship, play, shared meals, and ongoing groups. Toward this end, the faculty is committed to being accessible to students.

The McAfee community worships together on a weekly basis. The services are student-planned and, often, student-led. Preaching guests include students, faculty members, and other area ministers.

Faculty, staff, and students gather frequently for prayer. Participation in such gatherings is not required and is not meant to replace worship in one's own church, but it is offered as a source for spiritual discipline and to deepen the strength of our life together.

Accreditation

Mercer University is accredited, by the Commission on Colleges of the Southern Association of Colleges and Schools, to award bachelor's, master's, and doctoral degrees. The McAfee School of Theology is also accredited by the Association of Theological Schools, the accrediting body for more than 250 seminaries and schools of theology in the United States and Canada. Informally, the McAfee School of Theology has a strong and significant endorsement from approximately 100 sustaining churches that have entered into partnership with the school, and the circle of partner churches continues to grow.

Admission Policies

Master of Divinity and Master of Arts in Christian Ministry Programs

The McAfee School of Theology seeks women and men who combine the call of God's spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible leaders in ministry.

Candidates for admission may be upcoming or recent graduates of an accredited undergraduate institution, or they may be college graduates who have been active in their church and community for many years. Bivocational ministers who want to enhance their theological education are also encouraged to apply for admission.

Minimum requirements for admission include a bachelor's degree with a liberal arts core from a regionally accredited institution or proof of an equivalent degree from a foreign university. Applications will be evaluated based on each student's total profile (undergraduate GPA, personal information supplied by the student, and letters of recommendation. An interview with an Admissions Officer is generally required). A minimum grade point average of 2.75 overall and 3.0 in a student's major is normally required. In certain cases, a student may be admitted on a provisional basis if the student has admission deficiencies; such a student will have one semester to remove any remaining admission requirements in order to remain in the Masters degree program. The dean gives final approval for admission to the McAfee School of Theology.

For study at Mercer, an F-1 Visa is required of all students who are not citizens of the United States. An I-20 Form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 Visa. Those students who want to be considered for a tuition grant must have their applications complete and an I-20 issued by January 15 to be eligible for financial assistance for the following fall semester. Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Based Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

International students who receive a tuition grant must also show evidence of \$14,000 in annual living expenses. Those students who do not receive a grant will be responsible for paying the current tuition rates. Each international applicant must complete a Declaration of Finances before an I-20 can be issued. If personal finances do not show evidence of \$14,000 in living expenses, a sponsor will need to supply current bank documents in the above amount and a letter of sponsorship. In addition, we require that the student or sponsor(s) deposit \$7,000 into the student's account at Mercer University by July 1 of the year the student plans to attend. The student or sponsor(s) will also be required to deposit another \$7,000 by January 15 of the following semester. The university will disburse the deposited \$7,000 at the start of the semester once the student has arrived for class. McAfee has a stewardship responsibility with regard to these awards. Students who are on F-1 Visas and are not able to meet these obligations will jeopardize their grants from the University.

Persons who do not currently possess the prerequisite qualifications for admission or who do not intend to pursue vocational ministry but who would like to take courses may audit courses. The dean gives final approval for permission to audit courses.

Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see Immunization Policy).

For individuals who do not currently possess a bachelor's degree, but who want to obtain a graduate theological education, Mercer offers undergraduate education through the College of Liberal Arts in Macon and through the off-campus programs of the Tift College of Education, the College of Continuing and Professional Studies, and the Stetson School of Business and Economics. For more information about these programs, contact the Office of Undergraduate Admissions at (800) 342-0841 (in Georgia) or (800) 637-2378 (outside Georgia), and ask for extension 2650.

For further information about admission to the McAfee School of Theology, call the Office of Admissions at (888) 471-9922; within the Atlanta area, call (678) 547-6474. Email: theoadmiss@mercer.edu. Website: <http://theology.mercer.edu>.

Written correspondence should be addressed to:
James and Carolyn McAfee School of Theology
Office of Admissions
3001 Mercer University Drive
Atlanta, GA 30341

Doctor of Ministry Program

The Doctor of Ministry Committee of the faculty grants admission to the Doctor of Ministry degree program. Decisions are based on the total profile of the applicant, including an analysis of the applicant's writing ability, as seen in the admission essays; quality of recommendations; grade point averages of academic work; standardized test scores; and the nature and extent of the applicant's ministry experience. No single area of deficiency will disqualify an applicant from admission.

Successful applicants will complete and submit the following application materials to the Doctor of Ministry Office:

- Official transcripts from all higher education institutions previously attended. A grade point average of 3.25 from all master's degree study in theology is preferred. Applicants must have completed a Master of Divinity degree (or a master's degree in theology with a 74 hour M.Div. equivalence) from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international accrediting organization). Applicants are expected to have served in full-time ministry for at least three years following receipt of the master's degree.
- A description of roles and responsibilities in active ministry in which the applicant can complete meaningful research integrating biblical, theological, and pastoral insights into the practice of specific ministry. Most applicants must have been engaged in active ministry for at least three years following receipt of an acceptable master's degree in theology (a limited number of highly qualified applications with ministry experience completed prior to completion of the degree may be accepted).
- A Miller Analogies Test (MAT) or Graduate Record Examination (GRE) completed in the previous five years. A score on the MAT above the fiftieth (50th) percentile is preferred, but not required. If English is a second language, a score of at least 215 (new scale) on the TOEFL is required.
- Three reference documents, located in the application materials, completed by selected leaders in which assessment is made of the applicant's ministerial practice.
- Brief, written personal essays describing your call to ministry, previous educational experiences, goals for D.Min. study, theological self-reflection and a general area of research interest for a Project Thesis.
- An on-site or telephone interview arranged by the D.Min. office with a faculty member or the Associate Dean.

***Please note, the McAfee School of Theology Doctor of Ministry Program does not allow for transfer credit from other institutions.**

Admission Procedure:

Complete the Application for Admission and return it with a check for \$50.00, made payable to "McAfee School of Theology." This is a non-refundable application fee. The Doctor of Ministry committee of the faculty serves as the Admissions Committee for the program. All applicants are reviewed on the basis of a total profile of the applicant. No one expectation will eliminate an applicant from consideration.

Upon action by the committee, the Associate Dean will send a letter notifying the applicant of its decision. At that point, the admitted student must provide to the Doctor of Ministry office documentation of approval and a Covenant of Support for participation in the program from the student's place of ministry.

Each admitted student must also complete a University Health form prior to registration.

Tuition

Compare the cost of theological education with costs at other seminaries and divinity schools and you will be surprised at the affordability of a McAfee education. Mercer University, supporting churches, and our educational partners are making a significant commitment to underwrite much of the cost of studying at the McAfee School of Theology. In fact, every student at McAfee receives significant financial assistance which brings down the tuition to well below the national average for ATS accredited schools. The masters level tuition rate is \$330.00 per credit hour for Baptist students and \$350.00 per credit hour for non-Baptists for 2012-2013. The Doctor of Ministry tuition rate is \$335 per credit hour.

TUITION AND REQUIRED FEES

Estimated Student Cost to Attend

2012-2013 Academic Year

M.Div. and M.A.C.M. per year (30 hours)

Non-Baptist	\$10,500.00
Baptist	\$9,900.00
*D.Min tuition rate per year	\$3,800.00
*Facilities and Technology Fee (required fee, full-time students)	\$200.00

** Tuition rates and fees are estimated and subject to change*

HEALTH INSURANCE

(required, unless students show proof of existing coverage)

OTHER ESTIMATED EXPENSES

Books & Supplies per year	\$500.00
Room On Campus (\$2700.00 per semester, 4BR)	\$5400.00
Room Off Campus (\$400.00 per month, 2BR)	\$4000.00
Food (\$420.00 per month)	\$4,200.00

Masters Level Scholarships

Merit-Based Scholarship Levels at McAfee School of Theology

To be considered, students are expected to have an undergraduate GPA of 3.25 or higher. A completed application must be submitted by the eligibility deadline and students should interview at one of two Preview Conferences. Preview Conferences will be held October 28-29, 2012 and February 24-25, 2013.

Scholarship Levels

Jesse Mercer Fellowship for Ministry

(Entering Students) Full Tuition plus Stipend

Josiah Penfield Scholarship

(Entering Students) Full Tuition

McAfee School of Theology Dean's Scholarship

(Entering Students) 75% Tuition

McAfee School of Theology Ministry Scholarship

(Entering Students) 50% Tuition

McAfee School of Theology Sustaining Scholarship

(Returning Students) varies

We consider receiving McAfee awarded scholarships and grants to be a privilege. Students must meet and maintain the Academic Requirements as well as abide by the Mercer Honor code in order to keep their scholarship.

Academic Requirements for Scholarship Students

We consider receiving McAfee awarded scholarships and grants to be a privilege. Students must meet and maintain the Academic Requirements as well as abide by the Mercer Honor Code and Scholarship Covenant in order to keep their scholarship.

Academic Policies and Procedures for the Masters Programs

Advanced Placement

Students who have demonstrated significant experience in their undergraduate and/or graduate coursework in the required McAfee School of Theology foundational and introductory course areas may be eligible to receive advanced placement standing (no credit). If granted, the student may enroll in an advanced elective course in place of the appropriate introductory/foundational course. Students must complete the Advanced Placement Request form before matriculating.

Attendance

Regular attendance in scheduled class sessions is important to the learning process and is especially crucial to the interactive nature of the courses within the McAfee School of Theology. Each professor will outline attendance policies for his or her classes in the course syllabi. Regardless of individual instructors' policies though, students must attend at least 75% of the scheduled class meetings in order to receive credit for a course.

Course Availability

The decision of whether to offer a course or not will be based upon the availability of the faculty to teach the course and by a minimum number of five students enrolling in the course and being present on the first day of class.

Course Load

The normal academic load for the fall and spring semesters is 14-15 credit hours per semester. Students are considered to be full-time if they are enrolled in nine hours of coursework per semester. Students may take 16 or more hours per semester only with prior approval of the Associate Dean of the McAfee School of Theology.

Student Requests for Catalog Exemption

All student requests must be submitted in writing, along with the proper forms, to the office of the associate dean no later than the Wednesday prior to the monthly faculty meeting.

Independent Study

Students wishing to enroll in an Independent Study must submit their proposal by the last faculty meeting of the semester prior to the semester that the Independent Study will take place. If the Independent Study requires international travel, the student must contact the International Programs Office in Macon to get approval, and documentation and approval from the International Programs Office must accompany the request. If the Independent Study involves human research, the student must get approval from the IRB office in Macon, and documentation showing approval must accompany the student's request. Note that professors are limited to supervising one Independent Study course per semester. All Independent Study requests must be approved by the Masters Degree Program Committee.

Equal Opportunity Policy

Mercer University is committed to providing equal educational programs or activities, and equal employment opportunities to all qualified students, employees, and applicants without discrimination on the basis of race, color, national or ethnic origin, disability, veteran status, sex, sexual orientation, age, or religion, as a matter of University policy and as required by applicable state and federal laws, including Title IX. Inquiries concerning this policy may be directed to the Equal Opportunity/Affirmative Action Officer/Title IX Coordinator, Human Resources Office, 1400 Coleman Avenue, Macon, Georgia 31207, phone 478-301-2788 or contact baca_dh@mercer.edu, or in cases of Title IX concerns, these concerns may be referred to the Office of Civil Rights.

Grading Policies

Academic Probation

A minimum career grade point average of 2.5 (C+) is required for graduation. Any student whose cumulative or current grade point average falls below 2.5 will be placed on probation. The student on academic probation will be required to meet with the Associate Dean and may be required to reduce course load. If the student's progress does not improve during the next semester, he/she may be asked to withdraw from the McAfee School of Theology.

If a student was admitted on probation and earns a 2.5 or better during the first semester, he or she will be sent a letter from the dean removing him/her from probationary status. If the student was admitted on probation and does not earn a 2.5 or better during the first semester, he or she may be asked to withdraw from the program or allowed to continue on probation for one more semester. The student will receive a letter from the dean when he or she is placed on probation or removed from probation.

Auditing Courses

The McAfee School of Theology encourages and welcomes those who wish to audit courses. No paper assignments or examinations will be required or graded. The fee for auditing a class is \$50 per hour of weekly class time; for example, if a class meets three hours each week, the audit fee is \$150, plus an activities fee.

Courses that have been audited cannot be later established on a student's record by examination-for-credit, and, if the student wishes to change an audit course to credit, he or she must do so by that semester's add/drop deadline. The dean gives final approval for permission to audit courses.

Final Examinations

Final examinations are conducted at the end of each semester. Each student must take his/her exam at the scheduled time unless he/she has obtained prior permission from the course's instructor and the associate dean to do otherwise. In no case will a final exam be given prior to its scheduled time; exams may be made-up only after the scheduled time. In many cases, this will result in the student receiving a grade of IC for the course for that semester, and the regulations regarding incomplete course grades will apply.

Grading System and Quality Points

The method and manner of evaluation for course grades is left to the discretion of each course's instructor, as outlined in a course's syllabus. A student may take an examination or submit an assigned project at a time other than the scheduled time only under extenuating circumstances and with permission from the instructor.

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:

		Quality Points Per Credit Hour	
A	Exceptional mastery of course essentials	4.0	93% - 100%
B+	More than required mastery of course essentials	3.5	89% - 92%
B	Required mastery of course essentials	3.0	82% - 88%
C+	Slightly more than course essentials	2.5	78% - 81%
C	Course essentials	2.0	70% - 77%
D	Minimal comprehension of course essentials	0	65% - 69%
F	Inadequate comprehension of course essentials	0	Below 65%
IC	Incomplete		
AU	Audit		
W	Withdrawal		

Incomplete Policy

A grade of "Incomplete" will be assigned if, due to exceptional extenuating circumstances and with the prior approval of the instructor and Associate Dean, a student is not able to complete the required course work during the semester. All work must be completed by the end of the first full semester following the assignment of the "incomplete" grade. At that time, the "IC" will be replaced with a letter grade. If the student has not completed the work by the end of the following semester, the "IC" will be replaced with a letter grade of "F."

It is the student's responsibility to contact the professor, request an "incomplete," and agree on a schedule for completing the work, if he or she thinks that circumstances warrant the giving of an "incomplete." Otherwise, work that is not turned in will be given an "F." A student who receives an "incomplete" should adjust the course load for the next semester in order to allow for time to complete the course work from the previous semester. If a student begins to develop a pattern of requesting "incompletes," requesting "incompletes" in consecutive semesters or on a recurring basis, he or she may be placed on probation.

Repeating a Course

If a student receives a grade of D or F, he/she must repeat the course once for credit, but only at the McAfee School of Theology; a student may not take such a course at another school and transfer the credit to Mercer. Although all grades that a student earns appear on the student's record, the grade received the last time the course is taken is the only grade that is calculated into the student's cumulative grade point average.

Schedule Changes

Adding and Dropping Courses

Course changes must be completed before the add/drop deadline for the current semester. A student must complete and submit a Course Change Request Form to add or drop a class. Courses dropped by the deadline will not appear on a student's grade report or permanent record.

Resignation from the McAfee School of Theology

To resign officially from Mercer University, a student must withdraw from all courses for which she/he is registered. A grade of W will be assigned, if the student resigns before the withdrawal deadline. A student resigning after the deadline will receive a grade of F for all courses in which he/she was enrolled in the semester of resignation, except in the case of appropriately documented extreme personal circumstances, when a grade of W may be granted.

Students who do not formally change their schedules, withdraw from courses, or resign from the University may be assigned a grade of F. Non-attendance does not constitute an official schedule change, withdrawal, or resignation.

Withdrawal from Courses

A student may withdraw from a course after the add/drop deadline and before the withdrawal deadline. The student must complete and submit a Course Change Request Form. A grade of W will be assigned, and it will appear on the student's grade report and

on his/her permanent record. Withdrawals are not used to compute grade point averages. Any student who withdraws after the withdrawal deadline or who fails to complete and submit the Course Change Request Form will be assigned a letter grade of F for the course.

Student Conduct

Academic Honor

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

The Student Advisory Council of the McAfee School of Theology has established an honor code that the school has adopted. This policy is available in the Student Handbook. Academic offenses that constitute violations of this honor code include plagiarism, cheating, lying, and academic theft.

Attitude and Conduct

Mercer University and the McAfee School of Theology expect students to conduct themselves in a manner that reflects their maturity and Christian commitment. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The code of conduct is enforced both on University premises and at University-sponsored events held off campus.

Disability Syllabus Statement for Atlanta, Douglas & Henry Co. Campuses

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADAAA/Section 504 and to request a Faculty Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability, or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://campuslife.merceratlanta.org/disabilityservices.html>.

Harassment

The University is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment harms the environment the University seeks to maintain and is unequivocally prohibited. Moreover, sexual harassment is a form of sex discrimination and violates federal laws,

including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972.

Inquiries concerning this policy may be directed to the equal opportunity/ affirmative action officer, located in the Human Resources Office (telephone: 478-301-2786).

Discrimination against or harassment of any individual or group on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability is strictly prohibited by University policy and by state and federal laws.

The *Student Handbook*, which details the honor code, the code of conduct, and the policies on equal opportunity and sexual harassment, may be obtained from the office of the associate dean or from the equal opportunity/affirmative action officer.

Student Records and the Right to Privacy

A complete copy of a student's academic record (a transcript) may be obtained by the student at the Office of the Registrar; the student must present a written request per transcript requested. Telephone requests will not be honored. Transcripts produced by the Office of the Registrar include the entire record of a student's academic history at the McAfee School of Theology.

In accordance with the Family Education Rights and Privacy Act of 1974, Mercer University (1) permits students to inspect their educational records, (2) limits disclosure to others of personally identifiable information from a student's educational records without the student's prior written consent to such disclosure, and (3) provides students the opportunity to seek correction of their educational records when appropriate.

A complete copy of the University's policies and procedures regarding student records and a student's right to the privacy of his/her records may be obtained from the office of the associate dean.

Intellectual Property Policy

The purpose of this policy is to determine who may own, control, or use content that has been used in on-line instruction sites.

Faculty

It is the policy of the McAfee School of Theology that individualized content posted on on-line instruction sites such as Blackboard or Moodle, shall remain the intellectual property of the instructor who produced it. This includes, but is not limited to, syllabi, power point presentations, lecture notes, blog entries and comments, exams, and class handouts. The access to and use of these materials and tools shall be authorized and determined only by the instructor of record.

Students

It is the policy of the McAfee School of Theology that students shall retain all rights to their class work, such as papers and essays. This also includes work that is posted to on-line learning and discussion platforms, and blog entries and comments. Students will be informed if their on-line work will be retained in the course site beyond the duration of the semester, and whether others will have access to it. If a student's work is retained on a course site, no grade or evaluative comments from the instructor will be included if the work identifies its creator.

Transfer Credit

Students may receive credit for graduate courses taken at another institution as either transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case-by-case basis and in no instance may exceed 21 credit hours for the M.Div degree and 14 credit hours for the MACM degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at an ATS accredited school; (2) the courses were graduate-level courses, applicable to a graduate degree; and (3) grades of at least B were received in the courses.

Credit for Work Prior to Matriculation

No more than one semester of credit from another institution will be given for experience in internships completed prior to matriculation at the McAfee School of Theology.

Completion of Degree Requirements

A minimum career grade point average of 2.5 (C+) is required for graduation. A student in the Master of Arts in Christian Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. A student in the Master of Divinity degree program must complete all degree requirements within an eight-year period. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred. Students who are not enrolled for more than one academic year must re-apply for admission and are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Participation in Commencement Ceremonies

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

Students who have met all degree requirements may participate in the Commencement ceremony. Other Master of Divinity and Master of Arts in Christian Ministry students may participate if they have no more than one course remaining to complete all degree requirements, are scheduled to complete those requirements in the summer semester, and if they meet the minimum graduation requirements for cumulative grade-point averages.

Programs of Study

Masters Degree Programs

The faculty of the McAfee School of Theology has designed Masters Programs that provide students with an integrated approach to theological studies. A minister must "know, be, and do"; that is, he or she must know the story of the faith, must live the story of the faith, and must have skills to perform certain functions as a minister of the faith. The courses offered in this program integrate the academic, the spiritual, and the practical at three levels.

First, students at the McAfee School of Theology have the benefit of the resources of the larger university and academic community of which they are a part. Students may, for

example, take classes in Mercer's Tift College of Education or Stetson School of Business and Economics. Some theology courses may also be available on-line and at the regional academic centers. They have access to the extensive library holdings of both the Atlanta and the Macon campuses, including full access to state-of-the-art computer systems. Students may also have opportunities to cross-register for courses at academic institutions through the Atlanta Regional Consortium for Higher Education (see "Special Programs") and through the Atlanta Theological Association, which includes the Candler School of Theology at Emory University, Columbia Theological Seminary, Erskine Theological Seminary, the Interdenominational Theological Center, and the Lutheran Theological Southern Seminary.

Second, the curriculum of the McAfee School of Theology is fully integrated around the concepts of "knowing," "being," and "doing." The curriculum provides every student with the essential knowledge for ministry by including courses in the classical disciplines of Old Testament, New Testament, preaching, evangelism, church history, theology, Hebrew, and Greek. It also provides every student with opportunities for personal spiritual formation and development, as well as practical experience, with a trained mentor, in her or his chosen field of ministry.

Third, each course at the McAfee School of Theology integrates other disciplines into its instruction. For example, students in the Old Testament course study not only the content of the Old Testament, but also biblical Hebrew, Old Testament theology, preaching and teaching from the Old Testament, the Old Testament throughout church history, and using the Old Testament in evangelism. Students in the preaching course will study cultural contexts of preaching; preaching as a priest, physician, teacher, and evangelist; pastoral and ethical issues of preaching; and preaching the forms of scripture, such as narrative, poetry, doctrine, and instruction.

Master of Divinity Curriculum Overview

Ninety (90) credit hours are required for completion of the Master of Divinity degree.

Required Courses

Course	Course #	Credits	Date
Intro to Theological Thinking & Writing	THEO 500	2	_____
Spiritual Formation	THSP 500	2	_____
<u>Choose One:</u>	_____	3	_____
Intro to Biblical Languages THBL 500			
Hebrew Exegesis I	THBL 501		
Hebrew Exegesis II	THBL 502		
Greek Exegesis I	THBL 511		
Greek Exegesis II	THBL 512		
Advanced Language elective THBL 600 +			
Foundations in Old Testament or *Advanced elective in OT	THOT 500 or ____	3	_____
Foundations in New Testament or *Advanced elective in NT	THNT 500 or ____	3	_____
Foundations in Church History or *Advanced elective in CH	THCH 500 or ____	3	_____
Foundations in Theology or *Advanced elective in TP	THTP 500 or ____	3	_____
Ethics or *Advanced elective in ET	THET 500 or ____	3	_____
Preaching or *Advanced elective in PR	THPR 500 or ____	3	_____
Faith Development or *Advanced elective in CE	THCE 500 or ____	3	_____
Baptist Heritage	THCH 501 or ____	2	_____

Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

Missional Theology	THGU 500	3	_____
Pastoral Care	THPC 500	3	_____
Worship	THWL 500	3	_____
Leadership	THLD 500	3	_____
Capstone	THEO 900	3	_____

Required Core Hours: 45

*Requires prior approval through submission of Advanced Placement Form.

Prescribed Electives in:

Spirituality	THSP _____	3	_____
Old Testament	THOT _____	3	_____
New Testament	THNT _____	3	_____
Church History	THCH _____	3	_____
Theology	THTP _____	3	_____
**Contextual Ministry	THLD 501 or ____	3	_____

Required Prescribed Elective Hours: 18

**Pastoral Care Track and M.Div./M.S. Clinical Mental Health Counseling students must satisfy this requirement with CPE (a 6 hour pass/fail course where 3 of the 6 hours satisfy the Contextual Ministry component and the other 3 hours count as a Track elective). Global Christianity Track students must satisfy this requirement with a global placement. Urban Mission Track students must satisfy this requirement with an urban placement.

Free Electives: 12 hours

(1) _____	_____	(2) _____	_____
Course #	Term	Course #	Term
(3) _____	_____	(4) _____	_____
Course #	Term	Course #	Term

Track Requirements: 15 hours

Note: Please refer to individual Track and/or Dual Degree Curriculum Templates for more information on specific requirements and electives.

Total Hours for Master of Divinity: 90

Master of Arts in Christian Ministry Curriculum Overview

The Master of Arts in Christian Ministry is a professional credential designed to prepare women and men for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting. Fifty-eight (58) credit hours required for completion of the Master of Arts in Christian Ministry degree.

Required Courses

Course	Course #	Credits	Date
Intro to Theological Thinking & Writing	THEO 500	2	_____
Spiritual Formation	THSP 500	2	_____
Foundations in Old Testament or *Advanced elective in OT	THOT 500 or ____	3	_____
Foundations in New Testament or *Advanced elective in NT	THNT 500 or ____	3	_____
Foundations in Church History or *Advanced elective in CH	THCH 500 or ____	3	_____
Foundations in Theology or *Advanced elective in TP	THTP 500 or ____	3	_____
Ethics or *Advanced elective in ET	THET 500 or ____	3	_____

Preaching or *Advanced elective in PR	THPR 500 or ____	3	_____
Faith Development or *Advanced elective in CE	THCE 500 or ____	3	_____
Missional Theology	THGU 500	3	_____
Pastoral Care	THPC 500	3	_____
Worship	THWL 500	3	_____
Leadership	THLD 500	3	_____

Required Hours: 37

*Requires prior approval through submission of Advanced Placement Form.

Prescribed Electives in:

Old Testament	THOT ____	3	_____
New Testament	THNT ____	3	_____
Church History	THCH ____	3	_____
Contextual Ministry	THLD 501	3	_____

Required Prescribed Elective Hours: 12

Free Electives: 12 hours	(1) _____	_____	(2) _____	_____
	Course #	Term	Course #	Term
	(3) _____	_____	(4) _____	_____
	Course #	Term	Course #	Term

Total Hours for M.A.C.M: 58

Vocational Tracks in the Master of Divinity Degree

The McAfee School of Theology offers eight tracks in conjunction with the Master of Divinity core: Academic Research, Business Administration, Congregational Ministry, Ethics, Global Christianity, Non-Profit Organizational Leadership, Pastoral Care, and Urban Mission. All eight tracks are programs of study designed for those students who wish to pursue a specialized area of ministry.

Some students come to seminary very sure of their own vocational calling. Others explore options as they work through their courses. The curriculum of the McAfee School of Theology is structured to give students the foundational tools for ministry, whatever that ministry might ultimately be: pastoral ministry, campus ministry, counseling, academic teaching, Christian education, evangelism and mission, or church administration. Every student will select a track to follow within the Master of Divinity degree program.

M.Div. Academic Research Track

*Prerequisites include: 3.5 GPA or better on first 24 hours of course work at McAfee, 550 verbal GRE or better and a score of 5 or higher on the writing portion, and Faculty Supervisor on record with Associate Dean for M.Div. studies.

The Academic Research track is designed to develop the student's proficiency for theological research. Students with career goals that further academic studies in the fields of Biblical Studies, Historical-Theological Studies, or Pastoral Studies may follow this track to develop their research skills and focus on a particular field of study. A student may apply for admission to the Academic Research track after:

1. Completing 24 hours of M.Div. studies with a GPA of 3.5 or higher
2. Submitting a current GRE score of 550 verbal or higher and at least a 5 on the writing portion.

Applicants whose native language is not English must, in addition to the minimum TOEFL requirement for admission to the Master of Divinity program, submit a minimum score of 5 on the TOEFL essay rating. However, these students are not required to submit a GRE score. The student will then work with a Supervisory Professor to select a Thesis Problem, prepare a Thesis Prospectus, and submit a written thesis of 15,000 to 20,000 words (60-75 pages).

M.Div. Business Administration Track

The Business Administration track introduces students to economics, accounting, finance, and management. The master of divinity curriculum integrates the Business Administration courses within a local church setting through the Contextual Ministry program by placing students in church administrative ministries.

The Business Administration track requires that the student demonstrate completion of nine hours of Foundation Courses from the Stetson School of Business and Economics or the student demonstrates these course requirements have been met by examination or in undergraduate and graduate study by transcript evaluation.

The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Divinity track in Business Administration. In some cases, a current GMAT score may be required.

The prerequisite Foundation courses include: BAA 105 "Foundations of Macro and Microeconomics," BAA 510 "Foundations of Accounting and Finance," and BAA 515 "Foundations of Management and Marketing."

Students who are eligible for entrance into the track in Business Administration are then required to take the following four MBA core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance."

A student who has demonstrated prior completion of one or more of the MBA core courses listed above may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. The track in Business Administration requires a total of twelve core hours from the MBA program.

M.Div. Ethics

The Ethics track offers students a variety of courses that address issues of social ethics and the quest for justice as an aspect of the reign of God. Courses are drawn from a variety of fields including Christian ethics, evangelism and missions, theology, ministry, and biblical studies. The goal of this track is to prepare students for work in settings emphasizing analysis of and resistance to social evils as an aspect Christian witness and service in the world. Graduates of this track will be equipped to pursue a variety of callings including academic service in fields related to social ethics, church or parachurch social ministry efforts at various levels, and service in nongovernmental organizations.

M.Div. Congregational Ministry

Congregational Ministry equips students who feel called to traditional ministries in the local church context. Students will be introduced to a wide variety of courses that develop skills in the areas of leadership, administration, preaching, worship planning, teaching, and age level ministries. This track is designed for those persons interested in being a pastor, associate pastor, Christian educator, church administrator, children's minister, youth minister, or adult minister.

M.Div. Global Christianity Track

The Master of Divinity with a track in Global Christianity seeks to address several critical aspects of Christianity's "shift southward" in the twenty-first century. First, Christianity must be understood as a multi-cultural and global movement, an enduring theological tradition that finds new life in the lived realities of Africa, Asia, and Latin America. Second, the dramatic growth of world Christianity begs for analysis of the missionary dimension in all churches, as initiators rather than receptors of mission outreach. Third, growing churches are in need of theologically trained leaders, ranging from seminary professors, to grass-roots leaders of indigenous churches. And finally, persons being educated to lead religious communities need to incorporate the understanding of these realities into their ministry and outreach.

M.Div. Nonprofit Organizational Leadership

This track introduces students to coursework in the governance and leadership of non-profit philanthropic organizations through collaboration with the College of Continuing and Professional Studies (CCPS). The Master of Divinity curriculum integrates the Organizational Leadership courses within a ministry setting through the Mentoring Program by placing students in nonprofit ministry contexts.

Students interested in pursuing a joint Master of Divinity and Master of Science in Organizational Leadership with a concentration in Leadership for the Nonprofit Organization should consult the eligibility and course requirements for the M.Div./M.S. Organizational Leadership dual degree program.

M.Div. Pastoral Care Track

McAfee School of Theology offers a track in Pastoral Care. This track is designed to develop the student's skills, knowledge and self-awareness related to the ministries of pastoral care. Students whose vocational plans include pastoral care in a local church setting or chaplaincy (in hospitals, nursing homes, prisons, mental health facilities, and other agencies) would benefit from this track.

Through the Clinical Pastoral Education component, all students receive supervised experience and training as a pastoral care giver, as well as the opportunity to reflect upon their pastoral identity, concerns, and places with a competent and compassionate mentor. Students whose goals include professional certification in Chaplaincy may enter this track as preparation for their work toward certification with the Association for Clinical Pastoral Education or the Association for Professional Chaplains.

Students who wish to become certified as a Pastoral Counselor with the American Association for Pastoral Counseling may enter this track as preparation for their work toward certification. The track in Pastoral Care does not offer courses that prepare students for a state license as a counselor. Students who want to be both certified and licensed are advised to enroll in the joint degree in Master of Divinity and Master of Science in Community Counseling (see below).

M.Div. Urban Mission Track

The track in Urban Mission is designed for students committed to ministry in urban settings with special emphasis on understanding urban systems and developing collaborative ministry between churches and governmental and community agencies. Students whose vocation includes service in inner city churches or communities are encouraged to follow

this track. Students must complete an application for admission to the track before early registration in the spring of each year.

Students must also be committed to working in a cohort, to scheduling the sequence of courses for the second or third year of study, and to working in an urban placement within the I-285 loop in Atlanta for a minimum of 8 hours weekly during one semester.

M.Div. Joint Degree Programs

Master of Divinity and Master of Science in Organizational Leadership, Concentration in Nonprofit

The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include parachurch organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and the College of Continuing and Professional Studies.

Master of Divinity and Master of Business Administration

The joint M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of M.B.A. core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour M.B.A. degree. A full-time student could expect to finish the two degrees in four years of study.

Applicants must meet the admissions requirement for both McAfee School of Theology and Stetson School of Business and Economics. Applicants must submit current scores for the Graduate Management Admission Test (GMAT) and demonstrate completion of the Foundation Courses from the Stetson School of Business and Economics. Applicants may demonstrate foundational course completion by examination or in undergraduate and graduate study by transcript evaluation.

The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before she or he is eligible to enter the Master of Business Administration degree course work.

M.Div. students who are eligible for entrance into the M.B.A. degree are required to take the following four M.B.A. core courses: BAA 601 "Managerial Economics," BAA 603

"Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance" as the twelve (12) hours of M.B.A. core course work to be credited into their M.Div. degree.

If a student has demonstrated prior completion of one or more of the M.B.A. core courses listed above she or he may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the M.B.A. degree.

Master of Divinity and Master of Science in Clinical Mental Health Counseling

The joint M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministries of pastoral care and counseling. Both the M.Div. and M.S. programs hold the highest accreditation available in the United States. The most comprehensive Masters level program in faith oriented counseling, the M.Div. in Pastoral Care & Counseling/M.S. in Clinical Mental Health Counseling prepares you for licensure as a professional counselor.

Clinical Mental Health Counseling is an applied profession that employs skills, instrumentation, and techniques to facilitate the progress of each person being served. The M.Div. degree accepts up to 12 hours from the M.S. degree, while the M.S. degree accepts up to 12 hours from the M.Div. degree. A full time student could expect to finish the two degrees in four years of study. Applicants must meet the admissions requirements for both McAfee School of Theology and The Department of Counseling and Human Sciences within the College of Continuing and Professional Studies (CCPS).

CCPS Entrance Requirements include:

- Submission of two copies of the application for admission to the counseling program. Completion of an undergraduate degree from a regionally accredited college or university; an undergraduate cumulative GPA of 2.75 or greater;
- A target combined score of 800 on the GRE if taken prior to August 1, 2011. If taken after August 1, 2011, students must have a target score of 151 on the Verbal reasoning section and 143 on the Quantitative Reasoning section of the exam. Students can also take the Miller's Analogy Test with a target score of 397.
- An interview with the Counseling Admissions Committee;
- A background check. Information for having this done can be obtained by contacting Mitzi Jenkins at 678-547-6411.
- A \$25 nonrefundable application fee.

McAfee Entrance Requirements for the M.Div. in Pastoral Care and Counseling degree include:

- Submission of the application for admission to this dual degree program to the Pastoral Care Department.
- An admission interview with the Pastoral Care Department, or a person designated by the department, may be scheduled with the student. This interview may be conducted along with the CCPS interview or separately.
- The admissions decision for this program will include an evaluation of the student's potential, readiness, and appropriateness for this program.

Continuing in the program is contingent upon the following:

- Submission of copies of both student and supervisor final evaluations for all CPE courses to the Pastoral Care Department;
- The student giving all supervisors written permission to consult with the Pastoral Care Department regarding the student's progress;
- Making appropriate progress in developing the knowledge, skills, and character needed for the practice of pastoral counseling."

Note: The Master of Science in Clinical Mental Health degree requires a minimum of 56 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Divinity degree requires a minimum of 90 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

McAfee School of Theology Change of Degree Program Policy

Moving from the Master of Divinity (M.Div.) to the Master of Arts in Christian Ministry (M.A.C.M.) degree or moving from the Master of Arts in Christian Ministry (M.A.C.M.) to the Master of Divinity (M.Div.) degree.

Students currently enrolled in the M.Div. program

These students can move to the M.A.C.M. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.A.C.M. degree program. Courses taken in the M.Div. degree program that will apply to the M.A.C.M. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students currently enrolled in the M.A.C.M. program

These students can move to the M.Div. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.Div. degree program. Courses taken in the M.A.C.M. degree program that will apply to the M.Div. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students previously enrolled in the M.Div. program

Although previously enrolled in the M.Div. program, these students did not complete the degree. These students have been absent from Mercer for more than one semester, but are in good academic standing.

These students must apply for readmission by submitting an application to the M.A.C.M. degree program and a letter of intent to the Dean. If the student attended another institution in the interim, an official transcript must also accompany the application.

Students who seek readmission after 5 years must reapply through the Office of Admissions.

*Note: For completion of either the M.Div. or M.A.C.M degree there is a minimum residency requirement of three credit hours.

Doctor of Ministry Degree

The Doctor of Ministry degree is the highest professional degree offered by a theological school. The Doctor of Ministry degree presupposes the M.Div. degree and constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. Thus, it is the purpose of the D.Min. degree to provide the level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry. Specializations in Preaching and Christian Spirituality are also available through the D.Min. degree.

The McAfee School of Theology's program invites ministers, denominational leaders, and persons in a variety of ministries to join with colleagues in working for excellence in ministerial leadership within the local church by focusing on the spiritual life of the minister, the continual development of learning in the discipline of ministry, and the praxis of ministry in everyday situations.

The D.Min. degree at McAfee emphasizes collegial learning with professors and peers, intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, a three semester program of analysis of ministry competencies within a ministry setting with a ministry coach and faculty supervisor, and a final written project thesis with a focus on a particular aspect of ministry. The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ.

The focus of the program is to cultivate in students a theologically-informed praxis of ministry that manifests the unity and interrelatedness of theory and practice. All acts of ministry are seen in the light of an informed theological vision of the nature and mission of the church in the world, and in turn, the actual practice of ministry continually shapes and reforms that theological vision.

Course Descriptions: Doctor of Ministry Degree Program

A. On-Campus Seminars (12 hours of credit; 6 hours of Seminar Preparation credit)

Students will attend three on-campus D.Min. seminars of three weeks' duration each. The seminars will be scheduled for the July term each year, but may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements including reading, reports on reading, written presentations integrating the seminar subject with one's ministry, and additional readings and assignments negotiated with each student. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one's setting (sermons, verbatim, organizational analyses, contextual studies, etc). Students are required to register for two hours of Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation two months prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be completed on a schedule approved by the seminar faculty leaders.

Seminars may be completed in any sequence. Normally each student will complete one seminar each year of the three year program. The three seminars and their course descriptions are listed below. A common syllabus has been developed by the faculty for each seminar and will be available to the student in advance of registration for each unit of Seminar Preparation.

Biblical/Theological Foundations for Ministry

Seminar Preparation DMIN 720

Seminar DMIN 732

Course Description: This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

Contextual Ministry and Culture Today

Seminar Preparation DMIN 733

Seminar DMIN 734

Course Description: This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.

Ministry Skills

Seminar Preparation DMIN 730

Seminar DMIN 731

Course Description: This course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

B. Ministry Coaching (6 hours of credit, 2 hours for each four month unit)

Most students will engage in a unit of Ministry Coaching as the first requirement of the program. This unit of study, reflection, and conversation with one's Ministry Coach will identify the student's sense of calling, important factors in one's current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential project thesis. As a part of the unit, the student will

propose a Faculty Supervisor consistent with his/her potential Project Thesis. The written work of the unit of Ministry Coaching will be available to the requested Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision.

Ministry coaching is at the center of the design of D.Min. program for the integration of theory and praxis, classroom and church, research, and ministry. Three units of Ministry Coaching will be completed as follows:

Ministry Coaching I: Passion for My Calling. DMIN 740

Course Description: Readings/reflections/conversations around the issues of identity, spirituality, and fit in present ministry. Completed prior to selection of a faculty supervisor.

Ministry Coaching II: Evaluating My Ministry. DMIN 741

Course Description: Readings/reports/conversations focusing on current ministry setting, specific areas of change, and potential project directions. Negotiated with coach/faculty supervisor.

Ministry Coaching III: Projecting New Initiatives in Ministry. DMIN 742

Course Description: Foundational readings for biblical/theological/historical/ministry/ research literature for project thesis. Negotiated with coach/faculty supervisor.

C. Project Thesis Workshops (2 hours credit, 1 hour per workshop)

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student's capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student's abilities as a leader and minister.

Project Thesis Workshop I. DMIN 750

Project Thesis Workshop II. DMIN 751

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and Ministry Coaching I are prerequisite to enrollment in the workshops. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school. Completion of the IRB approval or IRB Exemption approval is required for the completion of Project Thesis Workshop I. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II. If both seminars are completed together, both expectations must be met within the timeframe of the course.

D. The D.Min. Project Thesis (6 hours of credit, 2 hours per unit)

If the Project Thesis Proposal is approved by the D.Min. committee, the student may begin work on the Project Thesis, under faculty leadership. If the proposal is not approved, it will be returned to the student's Faculty Supervisor who will ask the student to correct any problems and to re-submit the proposal to the committee for review. Failure to receive approval of the proposal the second time will result in the student being required to re-take the final project thesis workshop. If, for any reason, the student fails to achieve approval after re-taking the final project thesis workshop and resubmitting the proposal, the student will be asked to withdraw from the program.

Project Thesis Writing I. DMIN 755

Once the Project Thesis Proposal is approved, the student will begin writing with supervision from the Faculty Supervisor who approved the proposal. Submission of all materials requesting IRB approval from the university should be sought before actual writing begins. One may enroll for Project Thesis Writing and a Ministry Coaching unit at the same time, but may not enroll for a seminar preparation course while enrolled for Project Thesis Writing.

Project Thesis Writing II. DMIN 756

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Ministry Coach for review.

Project Thesis Writing III. DMIN 757

The student should enroll for this course of supervision during a timeframe when the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than January 15 of the year in which the student plans to graduate in May.

E. Oral Examination (1 hour of credit). DMIN 758

An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Ministry Coach, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program.

F. Changes in Doctor of Ministry Requirements

Requirements of the program are effective for each student at the point of first admission. The faculty reserves the right to change any requirements, but will work with students individually to accommodate any hardships created by program changes.

Course Descriptions: Doctor of Ministry Degree Program, Specialization in Preaching

The Doctor of Ministry degree with a specialization in preaching is designed for pastors who are committed to enhancing their ministries with a demanding program academic study and preaching practice. The D.Min. degree with a preach-

ing specialization at McAfee emphasizes collegial learning with professors and peers. It expects intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, including a three-unit program of readings on preaching and presentation of sermons within one's ministry setting with a Preaching Consultant and Faculty Supervisor. Each student will complete a ministry project thesis with a focus on significant research on preaching.

The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ. The student will be assigned a Preaching Consultant in consultation with the chosen Faculty Supervisor from the preaching faculty: Dr. Peter Rhea Jones or Dr. Brett Younger.

The focus of this program is to prepare pastors to preach more effectively for leadership of significant pulpits and potentially to teach in the Ministry Studies programs of colleges and seminaries willing to employ a Doctor of Ministry graduate with specialized preaching skills.

A. On-Campus Seminars (12 hours of credit; 6 hours of Seminar Preparation credit)

Students will attend three on-campus D.Min. seminars of three weeks' duration each. The seminars will be scheduled for the July term each year, but may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements including reading, reports on reading, written presentations integrating the seminar subject with one's ministry, and additional readings and assignments negotiated with each student. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one's setting (sermons, verbatim, organizational analyses, contextual studies, etc). Students are required to register for two hours of Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation two months prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be completed on a schedule approved by the seminar faculty leaders.

Seminars may be completed in any sequence. Normally each student will complete one seminar each year of the three year program. The three seminars and their course descriptions are listed below. A common syllabus has been developed by the faculty for each seminar and will be available to the student in advance of registration for each unit of Seminar Preparation.

Biblical/Theological Foundations for Ministry

Seminar Preparation DMIN 720

Seminar DMIN 732

Course Description: This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

Contextual Ministry and Culture Today

Seminar Preparation DMIN 733

Seminar DMIN 734

Course Description: This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.

Ministry Skills

Seminar Preparation DMIN 730

Seminar DMIN 731

Course Description: This course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

B. Preaching Specialization (6 hours of credit, 2 hours for each four month unit)

Most students will engage in a unit of Preaching Specialization as the first requirement of the program. This unit of study, reflection, and conversation with one's Preaching Consultant will identify the student's sense of calling to the preaching ministry, important factors in one's current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential project thesis. Three units of Preaching Specialization will be completed as follows:

Preaching Specialization I: The Literature of Preaching. DMIN 632

Course Description: Readings/reflections/conversations around assigned bibliography in rhetoric, classical understandings of preaching, and the philosophy of the student as preaching in his/her present ministry.

Preaching Specialization II: The Practice of Preaching. DMIN 633

Course Description: Presentation of sermonic materials from one's current ministry setting, with specific areas of improvement identified in dialogue with a Preaching Consultant and Faculty Supervisor.

Preaching Specialization III: Projecting Research in Preaching. DMIN 634

Course Description: Foundational research in the design of a preaching Project Thesis that will develop biblical/theological/historical/ministry/research literature for project thesis. Negotiated with Preaching Consultant and Faculty supervisor.

C. Project Thesis Workshops (2 hours credit, 1 hour per workshop)

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student's capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student's abilities as a leader and minister.

Project Thesis Workshop I. DMIN 750

Project Thesis Workshop II. DMIN 751

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and Preaching Specialization I are prerequisites to enrollment in the workshops. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school will be reviewed. Completion of the IRB approval or IRB Exemption approval is required for the completion of Project Thesis Workshop I. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II. If both workshops are completed together, both expectations must be met within the time frame of the course.

D. The D.Min. Project Thesis (6 hours of credit, 2 hours per unit)

If the Project Thesis Proposal is approved by the D.Min. committee, the student may begin work on the Project Thesis, under faculty leadership. If the proposal is not approved, it will be returned to the student's Faculty Supervisor who will ask the student to correct any problems and to re-submit the proposal to the committee for review. Failure to receive approval of the proposal the second time will result in the student being required to re-take the final project thesis workshop. If, for any reason, the student fails to achieve approval after re-taking the final project thesis workshop and resubmitting the proposal, the student will be asked to withdraw from the program.

Project Thesis Writing I. DMIN 755

Once the Project Thesis Proposal is approved, the student will begin writing with supervision from the Faculty Supervisor who approved the proposal. Submission of all materials requesting IRB approval from the university should be sought before actual writing begins. One may enroll for Project Thesis Writing and a Preaching Specialization unit at the same time, but may not enroll a for seminar preparation course while enrolled for Project Thesis Writing.

Project Thesis Writing II. DMIN 756

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Preaching Consultant for review.

Project Thesis Writing III. DMIN 757

The student should enroll for this course of supervision during a time frame the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than January 15 of the year in which the student plans to graduate in May.

E. Oral Examination (1 hour of credit). DMIN 758

An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Preaching Consultant, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program.

F. Changes in Doctor of Ministry Requirements

Requirements of the program are effective for each student at the point of first admission. The faculty reserves the right to change any requirements, but will work with students individually to accommodate any hardships created by program changes.

Course Descriptions: Doctor of Ministry Degree Program, Specialization in Christian Spirituality

The Doctor of Ministry degree with a specialization in Christian spirituality is designed for ministers who are committed to enhancing their work with a demanding program of academic study and practices to nurture the spiritual life. The D.Min. degree with a specialization in Christian Spirituality at McAfee emphasizes collegial learning with professors and peers. It expects intense study in subjects related to spirituality designed and taught specifically for Doctor of Ministry students. The program includes participation in spiritual practices including one 5-day retreat, spirituality intensive, 24-hour individual retreats each quarter, and individual spiritual guidance at least monthly. Each student will complete a ministry project thesis with a focus on nurturing the spirituality of persons within the context of ministry. Students will receive supervision in facilitating spiritual growth in a project, chosen from one of the following areas: spiritual direction with individuals or groups, spiritual formation in a congregational or institutional setting, coaching others for spiritual growth, or spiritual care within the context of one's ministry. Students may choose another area with permission from the Spirituality Faculty.

The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ. Students will be given a list of retreat experiences from which to choose for their 5-day retreat. In addition, each student will choose a Spiritual Director from a list provided by the Christian Spirituality Faculty Supervisors: Dr. Loyd Allen and Dr. Denise Massey.

The focus of this program is to prepare ministers to model the spiritual life, to nurture the spiritual growth of individuals and communities, and potentially to teach in the Ministry Studies programs of colleges and seminaries willing to employ a Doctor of Ministry graduate with a specialization in Christian Spirituality.

A. On-Campus Seminars (12 hours of seminar credit; 4 hours of Seminar Preparation credit)

Students will attend three on-campus D.Min. Seminars of 3 weeks' duration each. The seminars will be scheduled in the January and July terms of the first three years of the degree. One seminar will be selected from the general offerings in the D.Min. program and two seminars will be intensive studies in Christian Spirituality. They may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements including reading, reports on reading, written presentations integrating the seminar subject with one's ministry, and additional readings and assignments negotiated with each student. A variety of assignments may be expected in the Spirituality Specialization including case studies of spiritual guidance, research papers on a topic related to Christian spirituality, or examples of ministry from one's setting (retreats, verbatim accounts of spiritual care, reports on group spiritual guidance, etc.). All work for the seminar will be completed on a schedule approved by the seminar faculty leaders.

Each student in the Spirituality Specialization will choose one of the three following seminars in the program. The semester preceding the seminar will be a semester of intensive reading for seminar preparation.

Biblical/Theological Foundations for Ministry

Seminar Preparation DMIN 720 (2 hours of credit)

Seminar DMIN 732 (4 hours of credit)

Course Description: This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

Contextual Ministry and Culture Today

Seminar Preparation DMIN 733 (2 hours of credit)

Seminar DMIN 734 (4 hours of credit)

Course Description: This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.

Ministry Skills

Seminar Preparation DMIN 730 (2 hours of credit)

Seminar DMIN 731 (4 hours of credit)

Course Description: This course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

Each of the following seminars will be completed by students in the Spirituality Specialization.

Coaching Individuals, Groups, and Congregations Toward Spiritual Growth

Seminar Preparation DMIN 702 (1 hour of credit)

Seminar DMIN 703 (4 hours of credit)

This seminar focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one's own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization.

Spiritual Practices in the Life of the Church

Seminar Preparation DMIN 704 (1 hour of credit)

Seminar DMIN 705 (4 hours of credit)

This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love.

B. Spiritual Practice (8 hours of credit).

Students are required to register for one hour of Spiritual Practice each semester (Fall, Spring, and Summer of the first two years; Fall and Spring of the final year.) The spiritual practice for the semester prior to the first seminar will be attending a 5-day major retreat. The costs of this retreat shall be the responsibility of the student in addition to the tuition for the program. Thereafter, spiritual practice will

include receiving spiritual direction once a month, taking a 24-hour individual retreat once a quarter, and readings assigned by the Christian spirituality faculty. In the third year of the program students will also receive at least monthly supervision of their ministries of spiritual guidance for their project thesis. Non-faculty spiritual guidance mentors from a list provided by the Spirituality Faculty will provide this supervision. The school will compensate each Spiritual Director for the monthly supervision in the amount of \$200 for each unit of spiritual guidance. Any costs in excess of this amount will be the responsibility of the student.

DMIN 721 (1 hour of credit). Unit 1: Students will engage in a unit of Spiritual Practice as the first requirement of the program. This unit of guided spiritual practice will consist of participating in a 5-day retreat from a list supplied by the Spirituality Faculty. This retreat will provide the student with an experiential basis for the initial seminar in Christian Spirituality.

DMIN 722 to 726 (1 hour of credit each unit). Units 2-6 will occur between the next three seminars and will build upon the materials taught in the seminars. In each of these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. Students will also be assigned readings each unit, and will prepare written reports on these readings.

DMIN 727 to 728 (1 hour of credit each unit). Units 7-8 will occur in the final year of the program while the student is writing the project thesis. In these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. The student's ministry of nurturing spirituality as part of the thesis project will be supervised at least monthly by a professional in spiritual guidance approved by the Spirituality Faculty during these two units.

C. Project Thesis Workshops (2 hours credit, 1 hour per workshop)

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student's capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student's abilities as a spiritual guide.

Project Thesis Workshop I. DMIN 750

Project Thesis Workshop II. DMIN 751

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and Spiritual Practices I are prerequisites to enrollment in the project thesis workshops. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed; foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school. Completion of the IRB approval or IRB Exemption approval is required for the completion of Project Thesis Workshop I.

Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II. If both workshops are completed together, both expectations must be met within the time frame of the course.

D. The D.Min. Project Thesis (6 hours of credit, 2 hours per unit)

If the Project Thesis Proposal is approved by the D.Min. committee, the student may begin work on the Project Thesis, under faculty leadership. If the proposal is not approved, it will be returned to the student's Faculty Supervisor who will ask the student to correct any problems and to re-submit the proposal to the committee for review. Failure to receive approval of the proposal the second time will result in the student being required to re-take the final project thesis workshop. If, for any reason, the student fails to achieve approval after re-taking the final project thesis workshop and resubmitting the proposal, the student will be asked to withdraw from the program.

Project Thesis Writing I. DMIN 755

Once the Project Thesis Proposal is approved, the student will begin writing with supervision from the Faculty Supervisor who approved the proposal. Submission of all materials requesting IRB approval from the university should be sought before actual writing begins. One may enroll for Project Thesis Writing and a Spiritual Practices unit at the same time.

Project Thesis Writing II. DMIN 756

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Spiritual Guidance Supervisor for review.

Project Thesis Writing III. DMIN 757

The student should enroll for this course of supervision during a time frame in which the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than January 15 of the year in which the student plans to graduate in May.

E. Oral Examination (1 hour of credit). DMIN 758

An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Spiritual Guidance Supervisor, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program.

F. Changes in Doctor of Ministry Requirements

Requirements of the program are effective for each student at the point of first admission. The faculty reserves the right to change any requirements, but will work with students individually to accommodate any hardships created by program changes.

Time Commitment

Ministers considering the D.Min. program at McAfee should be prepared to spend a minimum of three years in pursuit of the degree. Completion of the program is normally three and one-half years, unless a leave of absence for specified reasons is granted. Once the program is begun, students are expected to register each semester for a requirement of the program until completion. Students unable to do so must file an Interruption of Study form with the Doctor of Ministry office.

M.DIV. AND M.A.C.M COURSE DESCRIPTIONS

THBL 500. Introduction to Biblical Languages (3 hours)

Prerequisite(s): None

This course serves as an introduction to biblical Hebrew and Greek. Students will learn the structures of the languages, a basic vocabulary, and how to access and use various tools for future use in studying biblical passages.

THBL 501. Hebrew Exegesis I (3 hours)

Prerequisite(s): None

This course introduces the study of biblical Hebrew for the purposes of exegesis. Students will learn basic phonology, morphology, syntax and grammar and will concentrate on building and using tools in the study of biblical Hebrew. Students will also encounter a variety of exegetical methods.

THBL 502. Hebrew Exegesis II (3 hours)

Prerequisite(s): OTH 603, THBL 501, or advanced placement/permission of instructor

This course is a continuation of Hebrew Exegesis I. Students will complete their study of basic biblical Hebrew grammar and begin reading selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. Students will complete a major exegetical project incorporating their learning of exegetical method with their newly acquired translation skills.

THBL 511. New Testament Greek I (3 hours)

Prerequisite(s): None

This course introduces the study of New Testament Greek for the purposes of exegesis. Students will learn basic phonology, morphology, syntax and grammar.

THBL 512. New Testament Greek II (3 hours)

Prerequisite(s): NTG 613, THBL 511, or advanced placement/permission of instructor

A continuation of New Testament Greek I, this course will also require select readings from the Greek New Testament and exegetical papers on assigned texts.

THBL 600. Advanced Hebrew Reading & Grammar: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor

In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom.

THBL 601. Advanced Hebrew Exegesis of the Old Testament: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): OTH 806 and OTH 604; or THBL 502 and THOT 500; or advanced placement/permission of instructor

Cross-listed as: THOT 601

This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THBL designation should expect to incorporate Hebrew translation regularly in their exegetical study. Students may repeat the course with different subtopics.

THBL 611. Advanced Greek Exegesis of the New Testament: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): NTG 803, THBL 512, or advanced placement/permission of instructor

Cross-listed as: THNT 611

This is an advanced exegetical seminar in a particular book or set of texts from the New Testament. Students registering under the THBL designation should expect to incorporate Greek translation regularly in their exegetical study. Students may repeat the course with different subtopics.

THBL 700. Biblical Aramaic & Syriac (3 hours)

Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor

In this course, students will read and study the Aramaic portions of the Old Testament found in the books of Daniel and Ezra and the Syriac translation of the book of Mark. The goal of the course is that students understand the basic structure and vocabulary of biblical Aramaic and Syriac, that they be able to deal with and reflect on the Aramaic and Syriac texts in both personal faith and public ministry, and that they develop tools and methods for continuing to study this portion of Scripture.

THBL 701. The Literature of Ugarit (3 hours)

Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor

This is an introductory course to the Literature of Ugarit. The goal of the course is that students will: understand the basic structure and vocabulary of Ugaritic; study the content of a number of the epic poems of Ugarit; examine how the Ugaritic texts contribute to our understanding of the God of the Old Testament; and develop tools for continuing study of this important aspect of Old Testament studies.

THBL 702. Northwest Semitic Texts (3 hours)

Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor

In this course, students will read and study texts written in various dialects of Northwest Semitic, including, among others, The Mesha Inscription, the Karatepe Inscription, the Tell Dan Inscription, the Deir Alla Text, and the Siloam Tunnel Inscription. The goal of the course is that students develop an understanding of the Northwest Semitic language group and that they gain greater insight into the biblical text through their studies of texts from surrounding "contemporary" cultures.

THBL 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THCE 500. Faith Development (3 hours)

Prerequisite(s): None

This course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs

through the life-stages of individuals, families, and communities. Practical issues of how Christian education can be structured and developed in the local church will also be addressed.

THCE 601. Ministry with Children (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

This course will take the theories of faith development and apply them to practical ministries for children in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of children.

THCE 602. Ministry with Youth (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

This course will take the theories of faith development and apply them to practical ministries for youth in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of youth.

THCE 603. Ministry with Adults (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

This course will take the theories of faith development and apply them to practical ministries for adults in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of adults.

THCE 605. Church Pedagogy & Curriculum Development (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

This course will introduce students to the notion that sound teaching methodology and challenging content are both integral to the mission and ministry of Christian Education in the local church. Therefore, students will practice and evaluate various models of teaching and they will learn the basics of good curriculum development.

THCE 606. Theological Approaches to Christian Education (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

This course will attempt to integrate and probe the conversation between the disciplines of education and theology about the processes by which Christian faith is embodied, communicated and re-formed within the church and culture. It will address, from the perspective of Christian education, some of the crucial theological issues central to the educational task.

THCE 607. Women: Believing, Worshiping, & Ministering (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

This course will focus on women in the church and how a feminine perspective shapes and influences theology, worship and ministerial roles. Special attention will be given to issues that affect women ministers both spiritually and vocationally.

THCE 700. History of the Bible (3 hours)

Prerequisite(s): SPF 701, THEO 500, or advanced placement/permission of instructor

Cross-listed as: THCH 700, THNT 700, and THOT 700

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

THCE 701. The Bible & Popular Culture**(3 hours)**

Prerequisite(s): OTH 604 and NTG 611; or THOT 500 and THNT 500; or advanced placement/permission of instructor

Cross-listed as: THOT 701 and THNT 701

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings.

THCE 702. Ministry of Writing**(3 hours)**

Prerequisite(s): SPF 701, THSP 500, or advanced placement/permission of instructor

Cross-listed as: THPR 702

Effective ministry is enhanced by effective writing. This course is directed at developing students' understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church.

THCE 703. Pastoral Care with Children**(3 hours)**

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 703

Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children.

THCE 704. Pastoral Care with Youth**(3 hours)**

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 704

Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth.

THCE 705. Pastoral Care with Men**(3 hours)**

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 705

This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men.

THCE 706. Pastoral Care with Women**(3 hours)**

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 706

This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women.

THCE 707. Pastoral Care with Senior Adults (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 707

Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults.

THCE 708. Sexuality & Ministry (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 708

This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students' own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities.

THCE 709. Church Administration (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

Cross-listed as: THLD 709

This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed.

THCE 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THCE 801. Supervised Teaching Ministry (3 hours)

Prerequisite(s): Permission of instructor

This course will provide faculty supervision for students who are teaching a single course in a pre-approved academic (non-ecclesial) capacity. Faculty supervisors will consult regarding syllabus construction, provide coaching for students throughout the course, and evaluate student pedagogy. Students must secure the teaching placement, solicit a faculty supervisor, and gain approval of the master's degree program committee prior to registration.

THCH 500. Foundations in Church History (3 hours)

Prerequisite(s): None

This course is a survey of the story of the Christian church from its inception to the present, including themes of theological/intellectual, spiritual, and institutional development.

THCH 501. Baptist Heritage (2 hours)

Prerequisite(s): None

This course is a study of Baptist origins, development, principles, leaders, and current trends, with an emphasis on Baptists in the United States. The seventh of the ten founding principles of the McAfee School of Theology begins: "The School should hold steadfastly to the high and defining traditions of Baptists." This course is designed to better equip students to appreciate and/or embody this invaluable and endangered living Christian tradition.

THCH 601. History of American Christianity (3 hours)

Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor

This course is a survey of the history of Christianity in the United States from the colonial period to the present in order to introduce the broad range of religious, political, and social movements that have shaped American Christianity and been shaped by it.

THCH 602. The Reformation (3 hours)

Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor

This course is a study of the Lutheran, Reformed, Anglican, Radical, and Roman Catholic phase of the sixteenth-century Reformation. It provides understanding of the medieval roots of the Reformation, the basic distinctives and contributions of the major traditions that arose in the era, and the common denominators of the religious culture shared by Protestants and Roman Catholics alike in this period of Western Christianity.

THCH 700. History of the Bible (3 hours)

Prerequisite(s): SPF 701, THEO 500, or advanced placement/permission of instructor

Cross-listed as: THCE 700, THNT 700, and THOT 700

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

THCH 701. Classics of Christian Devotion (3 hours)

Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor

Cross-listed as: THSP 701

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts.

THCH 703. Celtic Christianity (3 hours)

Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor

Cross-listed as: THSP 703

This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians.

THCH 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THEO 500. Introduction to Theological Thinking & Writing (2 hours)

Required 1st semester

Prerequisite(s): None

This course is a primer for theological education. Students will explore theological and interpretive diversity, develop critical thinking skills, and cultivate professionalism in communicating theological thought through writing and speech. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the

course must take it in the succeeding semester and may be subject to a required reduction in course load.

THEO 700. Research & Design (2 hours)

Prerequisite(s): SPF 701 or THSP 500

This course is a requirement for all Academic Research Track students. The course will introduce students to the task of identifying an original research problem, establishing a research methodology, setting limits to one's research and building a bibliography. The course seeks to work with the student in conjunction with his or her academic supervisor in order to present a completed Thesis prospectus by the conclusion of the term.

THEO 701. Thesis Writing I (2 hours)

Prerequisite(s): THE 901 or THEO 700

The first semester of required thesis writing for Academic Research track students.

THEO 702. Thesis Writing II (2 hours)

Prerequisite(s): THEO 701

The second semester of required thesis writing for Academic Research track students.

THEO 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THEO 900. Capstone (3 hours)

Prerequisite(s): SPF 701 or THEO 500

The Capstone course is taken in a student's last year. The objective of the course is to help students to integrate the various facets of the Master of Divinity curriculum in preparation for graduation and entry into a full-time ministry position. To that end, it involves students in critical reflection on issues in ministry from biblical, historical, theological, and pastoral perspectives.

THET 500. Ethics (3 hours)

Prerequisite(s): None

This course is an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church's internal moral life, and the Christian moral witness in society.

THET 600. History of Christian Ethics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

This course provides an overview of major thinkers and themes in the history of Christian moral thought.

THET 601. Ministerial Ethics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

This course is a study of the ethical challenges and responsibilities of Christian clergy.

THET 602. Christian Ethics and War (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

This course provides an overview of the major issues and themes that have emerged over two millennia of Christians wrestling with the challenge of war.

THET 603. Faith and Politics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

This course provides an examination of the wide diversity of Christian approaches to politics and public life historically and today.

THET 604. Christian Ethics and Racial Justice (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

This course provides an examination of the long struggle of the church with racial injustice and division, with special focus on Baptists and the South.

THET 605. Ethics, Law, & Public Policy (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

This course will explore social-ethical issues arising at the intersection of law, Christian ethics, and public policy. The key purpose of the course is to offer an interdisciplinary engagement with major social issues as these are contested in courts of law and public opinion, and not least, in the church itself. Taught as a joint Law/Theology course, the class aims to enhance learning through the intellectual encounter between Law and Theology/Ethics and the personal encounter between law students, ministry students, and faculty from both fields.

THET 606. African American Traditions in Theological Ethics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

From early Christian experiences related to the Ethiopian Orthodoxy and Coptic traditions to the spirituals, African American music, art and literature, and the Black Church, this course helps students reflect on the multilayered and multi-dimensional breadth of the African and African American Christian experience. It explores the ways in which the African American Christian experience contributes to broader understandings of Christian ethics for the global Church.

THET 607. Theology & Praxis of Martin Luther King, Jr. (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

The purpose of this course is to explore the theological, ethical, and practical dimensions of Martin Luther King Jr.'s life and work, as one of the most influential leaders of the Twentieth Century. Through a critical review of key texts, primary sources, documentaries, recordings, and other sources from the Civil Rights Movement, the course introduces students to major theological and ethical themes of King's work, on the backdrop of historical events that shaped the movement.

THET 608. The Ethics of Reconciliation (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

The intent of this course is to help students reflect on the many ways in which Christians, historically and in a contemporary context, have engaged the challenges of difference and otherness, attending to ethical concerns related to racism, patriarchy, sexism, imperialism, colonialism and religious intolerance. At the same time, the course exposes students to movements that promote larger visions of peace, tolerance, and reconciliation (such as the anti-Apartheid struggle in South Africa and Christian pacifism in the twentieth century). The course also explores themes related to forgiveness, reconciliation, memory, and storytelling as well.

THET 609. The Life and Thought of Howard Thurman (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

Howard Thurman, as a seminal figure in shaping the African American religious experience and the larger Christian narrative, has made an indelible impact on Christian practices and larger society. This course introduces students to Thurman's life, thought, spirituality, and the ways in which his corpus of work helped inform theological and ethical discourse in the twentieth century.

THET 700. Bioethics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course is a survey of major contemporary bioethical issues of great relevance to Christian ministries.

THET 701. Roman Catholic Ethics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course is an introduction to historic and contemporary Catholic moral theology and scriptural teaching.

THET 702. Social Justice & the Old Testament (3 hours)

Prerequisite(s): OTH 604 and ETH 641; or THOT 500 and THET 500, or advanced placement/permission of instructor

Cross-listed as: THOT 702

This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components.

THET 703 . Thinkers and Movements in Christian Ethics: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides a focused examination of an especially significant thinker and/or movement in Christian ethics. Rotating subjects.

THET 704. Preaching & Ethics (3 hours)

Prerequisite(s): ETH 641 and PRC 651; or THET 500 and THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 704

This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry.

THET 705. Intensive Issue Seminar: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides a focused examination of one especially important and complex contemporary moral issue. Rotating Subjects.

THET 706. Ethics of Human Dignity (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course offers an intensive engagement with diverse theological and moral thinkers, most of whom have in common a passion for the analysis, recognition, and advance of human dignity. The presupposition of the course is that human dignity—the equal, immeasurable, and inviolable worth of each and every human being, and the just and dignified treatment which appropriately follows—ought to be viewed as a central human and Christian moral norm (knowing) and ought to shape the personal, ecclesial, and social character (being) and behavior (doing) of all followers of Jesus Christ.

THET 707. Christian Sexual Ethics (3 hours)

Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor

Through most of the Christian tradition, the churches have taught that the only morally legitimate context for sexual expression is in lifetime, monogamous, heterosexual marriage. This tradition always had its dissenters and nonconformists, but has come under especially intense theological, ethical, and cultural challenge over the past fifty years. This course examines both historic Christian traditions related to sexual ethics and alternative contemporary perspectives, against the backdrop of dramatic social changes. The course will explore both western and Global South contexts and perspectives.

THET 708. Theology After the Holocaust (3 hours)

Prerequisite(s): ETH 641 or THET 500; and THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor

Cross-listed as: THTP 708

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany's "war against the Jews"--the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other "undesirable" groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those "victimized," "the executioners," and the "bystanders." Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities.

THET 711. The Teachings of Jesus (3 hours)

Prerequisite(s): ETH 641 or THET 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor

Cross-listed as: THNT 711

This course is a study of the theological and ethical implications of the teachings of Jesus.

THET 712. The Kingdom of God (3 hours)

Prerequisite(s): ETH 641 or THET 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor

Cross-listed as: THNT 712

This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications.

THET 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THGU 500. Missional Theology (3 hours)

Prerequisite(s): None

This course explores the biblical, historical, and missiological foundations of God's mission in the world with some attention to the implications of these foundations for a variety of ministry contexts.

THGU 600. Introduction to World Religions (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor

This course introduces the student to the diverse historical, philosophical, and spiritual foundations from which several major religions have developed. The course will consist of a survey of selected religions and include an examination of the impact these religions have made on the world. Basic principles of Hinduism, Buddhism, Islam, Chinese

Religion, Shintoism, Judaism, Christianity, and alternative paths will be examined in the context of social, cultural, geographic, political, and economic conditions in which they developed.

THGU 601. Church Planting (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the current missiological conversations related to starting new churches, including such issues as postmodernism, ecclesiology and the missional church. Readings will explore specific contexts such as urban mission and ministry as well as practical questions of administration and polity that provide infrastructure for new church starts.

THGU 602. Peace, Justice, & Reconciliation (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the philosophical roots of justice, peacemaking, and reconciliation as foundational building blocks in an emerging mission theology. Mission as pro-active advocacy among oppressed peoples is traced throughout various movements such as liberation theology, civil rights, and human struggles for justice. Issues of human dignity are explored as components within the gospel and viewed as essential for the church's missional calling. Globalism's impact on the struggle for a new mission theology will be highlighted in the study. As a result of the course, students will understand the historical developments that led missiologists to consider the need for a new mission theology built upon justice, peace, and reconciliation, and will encourage students to engage these issues in the local church's approach to the world.

THGU 603. Judaism: History, Thought, & Practice (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
Judaism reflects the story of a complex amalgam of a particular people seeking God and of God reaching out to that people. That four thousand year old drama is still playing out among Jewish communities here in Atlanta, in Jerusalem, Cape Town, Moscow, London, Paris, Berlin, Buenos Aires, Singapore, Mumbai and just about anywhere one's finger could land on a spinning globe. This course attempts to provide a historical, theological, and practical introduction to Judaism and the Jewish community.

THGU 604. Islam: History, Thought, & Practice (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course attempts to provide a historical, theological, and practical introduction to Islam and the Islamic community.

THGU 605. Judaism, Christianity, & Islam: A Global Perspective (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course examines the origins of Judaism, Christianity and Islam and explores the historic tensions that have existed between the three traditions. Particular attention is given to the modern era in order to help students understand the global and missiological contexts in which the religions interact today. The course gives attention to the sacred texts of each tradition and includes site visits to places of worship.

THGU 606. Asian Religions (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the religions of Asia, including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism with particular attention to the interaction between religion and culture in the Asian context and missiological implications for the Christian faith.

Students will read the sacred texts of each tradition, meet adherents of the various religions, and make site visits to places of worship in the Atlanta area.

THGU 607. Understanding Urban Mission (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course will introduce historical, sociological, and theological understandings of the city and explore various approaches to the mission of the church in the urban context.

THGU 608. The City & The Church (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
A reading and discussion colloquium examining issues related to urban ministry with attention to the processes of urbanization, the impact of global urbanization on the church and strategies for congregational effectiveness in the urban context with focus on metropolitan Atlanta.

THGU 609. Faces of Jesus: A Global Perspective (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course will examine ways in which Jesus is perceived through the lens of many of the world's religious traditions with an emphasis upon such perceptions from the context of the two-thirds world. Particular focus will also be given to the ways in which Jesus has been depicted in art and film.

THGU 610. Mission of God in the 21st Century (3 hours)

Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course assesses the church's role in the mission of God in the twenty-first century through the lens of previous historical shifts in the church's understanding of this mission, cultural realities that have shaped Christian mission, emerging missiological perspectives, and the shaping influence of churches in the eastern and southern hemispheres. Mission leaders from around the world will be conversation partners to assist students in understanding the twenty-first century context.

THGU 610. Mercer on Mission: Subtitle (6 hours)

May be repeated with different subtopics. Requires travel overseas.

Prerequisite(s): Application and permission of instructor

The mission immersion experience provides a cross-cultural ministry opportunity for students that occurs either in an international context or within the United States, but that must be outside the student's own cultural context. Students will experience various cultures, worldviews and lifestyles with the purpose of providing clarity and direction to their own ministry calling and with the intention of significant missiological reflection upon their experience. May be taken multiple times for different international experiences.

THGU 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THLD 500. Leadership (3 hours)

Prerequisite(s): None

An examination of the processes of leading as a minister. The language of leadership as a static noun is shifted to the more dynamic quality of leading as a verbal reality. The focus of the course is on the elements that distinguish congregations and ministry organizations as organic organizations that involve multiple elements of being, knowing, and doing for relating to laity and staff to fulfill the mission of God in the world.

THLD 501. Contextual Ministry (3 hours)

Prerequisite(s): Minimum of 45 completed hours or advanced placement/permission of instructor

This course allows students to work in ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry.

THLD 600. Leadership in the Black Church (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor

This course serves as a broad introduction into leadership in the Black Church. The course focuses extensively on the theoretical, ideological and practical implications of leadership opportunities and challenges present within the Black Church. It also delves into several specialized and contextual topics in black church dynamics, including socio-economic structures, political influences, management of financial resources, gender roles, black family life, and the relevancy of the Black Church in the life of the community and its people. Leadership will be developed through the engagement of multiple elements of being, knowing, and doing in order to fulfill the mission of God in the world.

THLD 601. How to be an Effective Pastor (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor

This course will help students to define, discern, and articulate the role of the pastor; increase their love for the pastorate; strengthen their faith in the church as a valid setting in which to perform effective ministries for Christ; and prepare to do well in pastoral ministry, including how to survive first and then thrive.

THLD 602. Change & Conflict (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor

This course will be an examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent.

THLD 603. Leadership & Biography (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor

Students in this Leadership elective will read biographies of religious leaders and other leaders with an eye for the principles and practices of leadership that led to their significant contributions. The course is designed to teach skills for reading biography that will make life stories an ongoing resource for personal leadership development.

THLD 701. The Art, Science, & Spirituality of Leadership (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor

This course will provide an overview of both secular and theological literature on leadership. The purpose of the course will be to help students discover and develop their preferred model, style, and practice of leadership in Christian ministry.

THLD 702. Developing Leaders in the Congregation (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor

This course is about discovering, developing, and nurturing lay and clergy leaders for the local congregation. Special attention will be given to leadership development through mentoring, teaching, and example.

THLD 703. Baptist Leaders in the 20th Century (3 hours)

Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of Instructor

This course will combine lectures with reading and research to learn about and learn from

strategic Baptist leaders in the 20th century. It will also explore lesser-known Baptist leaders in an effort to heighten understanding of effective leadership for today.

THLD 709. Church Administration (3 hours)

Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor

Cross-listed as: THLD 709

This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed.

THLD 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THNT 500. Foundations in New Testament (3 hours)

Prerequisite(s): None

This course is an introduction to modern biblical studies. The course will focus on the study of Jesus and the gospels and Paul and the early church, as well as pursuing leading themes in the New Testament.

THNT 601. Advanced English Exegesis of the New Testament: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an advanced study of a given New Testament book or major theme.

THNT 602. Gospel of Matthew (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

The goals of this course are to lead you to understand the life setting of the Gospel of Matthew; appreciate its literary design and subtleties of meaning; recognize the contribution of this Gospel to the theology of the early church; be able to interpret passages from Matthew, with a keen sensitivity to Matthean themes and theology; relate the Gospel to contemporary ethical, social, and religious issues; and cultivate an appreciation for Matthew as a source of spiritual nurturance and direction.

THNT 603. The Gospel of Mark (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic Gospels. This course examines the composition of Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship and the power of the gospel story in worship and preaching.

THNT 604. The Gospel of Luke (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an examination of the Gospel of Luke as an apologetic presentation of the ministry and significance of Jesus Christ, its literary and theological features, and the message of Luke for contemporary Christians.

THNT 605. The Gospel of John (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels; and it has had a formative impact on our understanding of Jesus and on the church's Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John's leading interpreters.

THNT 606. The Passion & Resurrection Narratives (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is a study of the passion and resurrection narratives in the gospels.

THNT 607. Contemporary Studies of Jesus (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course surveys the history of scholarship on Jesus from David Friedrich Strauss to the present, with particular emphasis on the methodology, resulting portraits, and theological significance of the work of the leading contributors to contemporary studies of the historical Jesus.

THNT 608. The Parables of Jesus (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is a critical analysis of the body of the parabolic literature in the synoptics, interacting with the most recent scholarship, including the Jesus Seminar. Using a triangular model, attention will be given to the historical, theological and literary dimensions, with particular emphasis upon the latter. The primary focus will fall upon the text as performative act in the ministry of Jesus, but with eventual interest in the practical hermeneutical implications for the life of the church and the world.

THNT 609. The Miracles of Jesus (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course will examine the miracles of Jesus with a particular focus on the healing narratives, inclusive of the exorcisms in both the Synoptics and John. It will raise scientific and critical issues, place the miracle tradition in historical context, involve the students in careful exegesis of the texts, and pay some thoughtful attention to contemporary relevance.

THNT 611. The Sermon on the Mount (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the SM but with constant correlation with the SP.

THNT 612. The Johannine Tradition (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is a study of the Gospel and three letters of John.

THNT 613. The Book of Acts (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an examination of the book of Acts as an example of Greco-Roman historiography and as the companion volume to the Gospel of Luke which concentrates on the ministry of the Apostles and apostolic figures in the expansion of the Christian movement. Possible lessons for the contemporary church shall also be examined.

THNT 614. Paul (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course will examine key theological and ethics issues in the New Testament writings attributed to the Apostle Paul. It will also examine the interpretation of Paul in one or more Christian thinkers (e.g., Augustine, Luther, Wesley, Barth, Tillich) through an examination of two or more of their sermons.

THNT 615. The Book of Romans (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an examination of the meaning and message of the book of Romans within its cultural context and its role in contemporary discussions.

THNT 616. The Corinthian Correspondence (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an examination of the history and development of 1 & 2 Corinthians.

THNT 617. The Book of Galatians (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an examination of the meaning and message of the book of Galatians within its cultural context, its place in the Pauline corpus, and its role in contemporary discussions.

THNT 618. The Thessalonian Correspondence (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an examination of the relationship between 1 & 2 Thessalonians.

THNT 619. The Pastoral Epistles: 1&2 Timothy and Titus (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

A study of the content and purpose of the Pastoral Epistles.

THNT 620. The Captivity Letters: Colossians, Ephesians, Philippians, & Philemon (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is a study of the literary, rhetorical and theological relationships among these four books.

THNT 700. History of the Bible (3 hours)

Prerequisite(s): SPF 701, THEO 500, or advanced placement/permission of instructor

Cross-listed as: THCE 700, THCH 700, and THOT 700

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European

language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

THNT 701. The Bible & Popular Culture (3 hours)

Prerequisite(s): OTH 604 and NTG 611; or THOT 500 and THNT 500; or advanced placement/permission of instructor

Cross-listed as: THOT 701 and THCE 701

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings.

THNT 702. Studies in non-Pauline Christianity (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course will study select topics in 1 & 2 Peter, James, Jude, and/or John's Apocalypse.

THNT 703. The Apocalypse of John (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

A study of the social setting and purpose of the Apocalypse.

THNT 704. Second Temple Judaism (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course will provide a socio-historical overview of Judaism from the sixth century BCE to the second century CE.

THNT 705. Apocalyptic Literature (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation.

THNT 706. Colloquium (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

This course is an advanced seminar on the New Testament.

THNT 707. Preaching the Gospel of Matthew (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 707

This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 708. Preaching the Gospel of Mark (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 708

This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 709. Preaching the Gospel of Luke (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 709

This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 710. Preaching the Gospel of John (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 710

This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 711. The Teachings of Jesus (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

Cross-listed as: THET 711

This course is a study of the theological and ethical implications of the teachings of Jesus.

THNT 712. The Kingdom of God (3 hours)

Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor

Cross-listed as: THET 712

This course is a comprehensive study of Jesus' kingdom of God sayings.

THNT 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THOT 500. Foundations in Old Testament (3 hours)

Prerequisite(s): None

This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form, history of interpretation, and use in the Christian church.

THOT 601. Advanced English Exegesis of the Old Testament: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor

Cross-listed as: THBL 601

This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THOT designation will engage the texts using various English translations, though they are encouraged to use the Hebrew when able. Students may repeat the course with different subtopics.

THOT 634. The Book of the Twelve (3 hours)

Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor

This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet.

THOT 651. The Book of Psalms (3 hours)

Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor

This course will examine the overall structure and message of the book of Psalms, its individual components, and its interpretation by and influence on the people of God throughout the millennia. Students will: critically study the shape and story of the macro and micro components of the Psalter; integrate the words of the Psalter into their own striving for contact with the "Ultimate Source" of all life; and discover ways in which they might be able to help others appropriate the words of the Psalter in their own quests for communicating with God.

THOT 660. Teaching from the Wisdom Literature (3 hours)

Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor

Cross-listed as: THCE 660

Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Proverbs, Job, Ecclesiastes, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians.

THOT 700. History of the Bible (3 hours)

Prerequisite(s): OTH 604, THEO 500, or advanced placement/permission of instructor

Cross-listed as: THCE 700, THCH 700, and THNT 700

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

THOT 701. The Bible & Popular Culture (3 hours)

Prerequisite(s): OTH 604, THOT 500, and THNT 500 or advanced placement/permission of instructor

Cross-listed as: THCE 701, and THNT 701

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings.

THOT 702. Social Justice & the Old Testament (3 hours)

Prerequisite(s): OTH 604, THOT 500 and THET 500 or advanced placement/permission of instructor

Cross-listed as: THET 702

This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors "behind" the Old Testament texts and contemporary societal issues "before" the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components.

THOT 703. The Theology of Exile (3 hours)

Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor

This course explores the theological and ethical responses to the destruction of Jerusalem and the Babylonian exile in the Old Testament, particularly in the books of Jeremiah, Lamentations, Ezekiel, and Second Isaiah. Students will encounter traditional exegetical issues as well as newer interpretive strategies. The topics discussed will include the presence and absence of God, the implications of a retribution theology of the exile, the portrayal of women in exilic literature, ethics after exile, oracles against foreign nations, the tradition of lament, and the vision for the establishment of a new community and religious identity after exile.

THOT 704. Apocalyptic Literature (3 hours)

Prerequisite(s): OTH 604 or THOT 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor

Cross-listed as THNT 704

This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation.

THOT 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THPC 500. Pastoral Care (3 hours)

Prerequisite(s): None

This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister's life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student's compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development.

THPC 601. Clinical Pastoral Education Unit 1 (6 hours)

Prerequisite(s): Acceptance into ACPE approved program

This course gives six hours credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit.

THPC 602. Clinical Pastoral Education Unit 2 (6 hours)

Prerequisite(s): Acceptance into ACPE approved program

This course gives six hours credit for students accepted into and completing satisfactorily a second off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. will be done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Students may receive course credit for a maximum of two courses (12 hours) of CPE.

THPC 603. Emotional Competence in Ministry (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course introduces students to the literature and practices of emotional intelligence as a resource for pastoral ministry. Students will assess this material from pastoral theological perspectives. Students will also integrate these resources into their practice of ministry. Students will develop a beginning level of competence in the core areas of emotional intelligence: emotional self-awareness, management of one's own emotions, awareness of the emotions of others, and appropriate responses to other people's emotions. Students will explore the use of these skills in pastoral ministry.

THPC 604. Professional Development in Pastoral Counseling (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will address the student's professional development in the field of pastoral care and counseling. Students will gain knowledge of and appreciation for the processes of certification, licensing, continuing education, and ongoing pastoral theological reflection and integration. Students will also learn about a variety of pastoral care and counseling ministries. Students will explore which ministries are best suited to their gifts, interests and callings. Students will reflect carefully upon their own sense of vocation in pastoral care and counseling.

THPC 605. The Theory & Practice of Pastoral Counseling (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will introduce students to the ministry of pastoral counseling. It will explore pastoral counseling from a perspective that integrates theory and practice. Psychological and theological approaches to pastoral counseling will be introduced and integrated. In addition, the life and work of the pastoral counselor will be addressed. Students will gain knowledge of and appreciation for pastoral counseling.

THPC 606. Addiction & Grace (6 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will enable students to understand the physical, mental, emotional, spiritual, social and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons.

THPC 607. Dreams as a Resource for Pastoral Care (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry.

THPC 608. The Coaching Minister (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will introduce students to the knowledge, skills, and personal attributes needed for the practice of coaching within a ministry context. Students will explore theological, theoretical, spiritual and practical aspects of ministry coaching. Learners will observe, critique, and practice a process that guides persons to move toward their goals for change.

THPC 609. Pastoral Care Regarding Grief & Loss (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor

Grief and loss will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care in situations of grief and loss.

THPC 610. Pastoral Care During Death & Dying (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Death and dying will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care with persons who are dying and their families before and after the death.

THPC 611. Pastoral Theology of Love (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will use a pastoral theological methodology to study the experience of love. Disciplines from the theological disciplines and the social sciences will be employed to understand love in human experience and in ministry.

THPC 612. Pastoral Care & the African American Family (3 hours)

Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African American families. Students will be introduced to research on trends in social and economic well-being of African American families, patterns in marriage and family formation, and childrearing practices. Students will be introduced to practical theological applications for providing care and counseling to African American families.

THPC 701. Preaching & Pastoral Care (3 hours)

Prerequisite(s): PAC 671 or THPC 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 701

This course is intended to deepen the preacher's understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God's grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics.

THPC 702. Spirituality & Pastoral Care (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THSP 702

This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul.

THPC 703. Pastoral Care with Children (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THCE 703

Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children.

THPC 704. Pastoral Care with Youth (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced place-

ment/permission of instructor

Cross-listed as: THCE 704

Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth.

THPC 705. Pastoral Care with Men (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THCE 705

This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men.

THPC 706. Pastoral Care with Women (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THCE 706

This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women.

THPC 707. Pastoral Care with Senior Adults (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THCE 707

Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults.

THPC 708. Sexuality & Ministry (3 hours)

Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THCE 708

This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students' own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities.

THPC 709. Psychology of Religious Experience (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THSP 709

This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care.

THPC 710. Coaching for Spiritual Growth (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THSP 710

This course explores the contemporary practice of life coaching as a methodology for

facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity.

THPC 711. Spiritual Guidance in Ministry (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THSP 711

Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized.

THPC 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THPR 500. Preaching (3 hours)

Prerequisite(s): None

This course introduces the principles and disciplines of effective preaching. It offers the tools for the fresh, ongoing interpretation of scripture into the lives of listeners. Students will study cultural and congregational factors in the preaching event, methods for interpreting texts, the process of sermon development, and the practical issues of oral communication.

THPR 600. The Practice of Preaching (3 hours)

Prerequisite(s): PRC 651, THPR 500, or advanced placement/permission of instructor

Designed for all students whose vocation will include preaching, this course will expand the student's comprehension of the preaching task, and will give particular focus to the development and application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response.

THPR 601. Preaching & Film (3 hours)

Prerequisite(s): PRC 651, THPR 500, or advanced placement/permission of instructor

This course introduces and analyzes the connections between contemporary films and preaching. Students will examine the relationships of faith and culture, films and culture, films and homiletical thought, and films and the preaching event. Films will be viewed and interpreted in terms of these relationships. Students will preach sermons based on the intersection of particular films and particular texts.

THPR 701. Preaching & Pastoral Care (3 hours)

Prerequisite(s): PAC 671 or THPC 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPC 701

This course is intended to deepen the preacher's understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God's grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics.

THPR 702. Ministry of Writing (3 hours)

Prerequisite(s): SPF 701, THSP 500, or advanced placement/permission of instructor

Cross-listed as: THCE 702

Effective ministry is enhanced by effective writing. This course is directed at developing students' understanding of writing as a ministry and honing their skills. Texts and discus-

sions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church.

THPR 703. Preaching the Old Testament (3 hours)

Prerequisite(s): OTH 604 or THOT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THOT 703

This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 704. Preaching & Ethics (3 hours)

Prerequisite(s): ETH 641 or THET 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THET 704

This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry.

THPR 705. Preaching as a Spiritual Discipline (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THSP 705

This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship.

THPR 707. Preaching the Gospel of Matthew (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THNT 707

This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 708. Preaching the Gospel of Mark (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THNT 708

This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 709. Preaching the Gospel of Luke (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THNT 709

This course focuses on the preaching possibilities contained in the Gospel of Luke.

Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 710. Preaching the Gospel of John (3 hours)

Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THNT 710

This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THSP 500. Spiritual Formation (2 hours)

Required 1st semester

Prerequisite(s): None

This course emphasizes learning to ask the right questions in order to integrate personal, academic, and professional foundations around a center of spiritual maturity. Discussion of these issues will be pursued in a context of community in a small group. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load.

THSP 601. Spiritual Disciplines for Christian Spiritual Formation (3 hours)

Prerequisite(s): SPF 701, THSP 500, or advanced placement/permission of instructor

This course is an introduction to classical Christian spiritual disciplines from historical, experiential, and ministry perspectives with a view to enrichment of personal and vocational spiritual formation.

THSP 602. Christian Pilgrimage (3 hours)

Prerequisite(s): SPF 701, THSP 500, or advanced placement/permission of instructor

This course will explore the Christian pilgrimage as a model for understanding and practicing Christian spiritual formation. It will include various approaches to pilgrimage, including literary, historical, theological, and sociological perspectives.

THSP 603. Writing as a Spiritual Discipline (3 hours)

Prerequisite(s): SPF 701, THSP 500, or advanced placement/permission of instructor

This course is directed at developing the student's understanding of writing as a way of growing in their faith and understanding. The focus is on writing as a means of spiritual formation. Students will compose, share, and discuss prayers, journals, essays, and responses to other spiritual disciplines.

THSP 701. Classics of Christian Devotion (3 hours)

Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor

Cross-listed as: THCH 701

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evalu-

ate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts.

THSP 702. Spirituality & Pastoral Care (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 702

This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul.

THSP 703. Celtic Christianity (3 hours)

Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor

Cross-listed as: THCH 703

This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians.

THSP 705. Preaching as a Spiritual Discipline (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor

Cross-listed as: THPR 705

This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship.

THSP 709. Psychology of Religious Experience (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 709

This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care.

THSP 710. Coaching for Spiritual Growth (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 710

This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity.

THSP 711. Spiritual Guidance in Ministry (3 hours)

Prerequisite(s): SPF 701 or THSP 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor

Cross-listed as: THPC 711

Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized.

THSP 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THTP 500. Foundations in Theology (3 hours)

Prerequisite(s): None

Christian Theology introduces the student to the foundations for a biblical and theological world view. The course surveys briefly the history of Western theological thought and notes developing world movements in the modern period. This course then focuses upon the nature, sources, and scope of systematic theology identifying the major theologians, issues, and terminology associated with the central Christian doctrines that have shaped the community of faith. The course will survey the basic components of Christian doctrine and the task of Christian theology.

THTP 601. Christian Theology & Culture (3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course examines the dynamic interaction of faith in life. It seeks to develop the student's competence in identifying descriptions of "Culture" and Christianity which "respectfully appreciate" and "critically evaluate" the particular worldview in his or her place of ministry. The students are encouraged to use Christian theology as a skill to be applied in a local community context through biblical interpretation, pastoral counseling, preaching, and teaching.

THTP 602. Suffering and Evil (3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course examines the philosophical and theological challenges of the problem of evil and suffering for the Judeo-Christian tradition. Various historical theological responses are evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest theodicy and evolutionary models. The student is encouraged to construct his or her own theological response.

THTP 603. Atonement & Reconciliation (3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course examines the human predicament of alienation from God, from oneself and from others. The primary metaphors of the Christian tradition "sin and bondage of the will" are examined through a survey of biblical theology and the Western Christian tradition. The course emphasizes the need for a culturally relevant Christian understanding of atonement and reconciliation in light of the life, ministry and death of Jesus Christ.

THTP 604. Models of God (3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

Models of God are central to the identity of any culture, nation, tribe, and family or self. This course asks a series of questions related to this assumption. What is the psychological and sociological basis for our search and need for the sacred? How does the religious tradition of Israel identify its understandings of God? How is the human search for the sacred formulated in a distinctively Christian understanding of God? What are the necessary components of a Christian understanding of God? This class attempts to identify the pivotal turning points in history of the Western Christian understanding of God.

THTP 605. Religious Language (3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

The Religious Language course examines the nature, status and reference of religious metaphor and language. In order to address these issues the course must briefly identi-

fy a history of semantic theory and its relationship to religious communities. The course will introduce key personalities, terminology and ways of creating composite metaphors and image schemes for use in worship, prayer and devotional settings.

THTP 606. Theology & Science

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course provides an introduction to the religious view of “the Self” and its interface with contemporary science. Religion as a cultural activity is linked with the creation and maintenance of certain kinds of self-conceptions. Religion transforms biological human identity into a supernatural related self through the use of symbols. Science is called upon to describe the “what am I” question or biological identity while religious language and theology focus on the “who am I” question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks, “How should I act” within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself.

communities.

THTP 607. Christology

(3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course (Χριστός and -λογία, -logia) surveys the nature and person of Jesus Christ as recorded in the canonical Gospels and the epistles of the New Testament noting the developing discussion in the post-biblical councils and contemporary reformulations. Primary considerations include the relationship of Jesus' nature and person with the nature and person of God. The course concludes with an examination of contemporary Christological debates and their impact on the church.

THTP 608. Ecclesiology

(3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course examines the purpose, nature and mission of the Church. Ecclesiology deals with the church's origin, its relationship to the life, ministry and teaching of Jesus; its role in salvation, its discipline, its destiny, and its leadership. The course will seek to address the various models and manifestations of the church in a variety of global and historical contexts. The course concludes with creative reflection on how might the church reconfigure itself for the future.

THTP 609. Eschatology

(3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course surveys the branch of Christian theology devoted to the study of “Last Things” (ἔσχατος, last) and study (λογία, lit. discourse). The major issues and events in Christian eschatology are death and the afterlife, Heaven and Hell, the Parousia (Second Coming of Jesus), the Resurrection of the Dead, the Rapture, the Tribulation, Millennialism, the end of the world, the Last Judgment, and the New Heaven and New Earth of the World to Come. This course examines how Christian views of history and the end-times have influenced Western and Global Christianity in the fields of politics, religious movements and literature.

THTP 610. Faith & Atheisms

(3 hours)

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

This course examines the growing cultural interest in the multi-dimensional claims of Atheism and asks how the community-of-those-committed-to-Christ reads this cultural

event and responds appropriately. The course surveys the atheist critiques of religion in order to analyze observations about the sometimes disreputable functions of religious practice and belief. While the current attention tends to focus on “atheisms of science” by authors like Daniel Dennett, Richard Dawkins, and Christopher Hitchens, this course will also examine historical figures such as Freud, Marx, Nietzsche and that of Thomas Altizer, Richard Rubenstein and Slavoj Zizek respectfully.

THTP 700. Guided Readings: Subtitle (3 hours)

May be repeated with different subtopics

Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

The readings in this course are designed for the advanced student in Theology and Philosophy of Religion. An in depth, close reading, of writers who have shaped Christian theological discourse will be the focus of the course. Examples include the writings of Karl Barth, Paul Tillich, Ludwig Wittgenstein, G.W.F. Hegel, Meister Eckhart, Augustine of Hippo, Thomas Aquinas, John Calvin, Martin Luther, Jurgen Moltmann, and Johann Baptist Metz. The Guided Readings course is sometimes organized around topics and issues such as: Political theology, Liberation theology, Feminist theology, Post-colonial theology, and Contextual theology. The primary task of this seminar is critical reading and analysis of the material covered with the expectation that each seminar participant will actively participate in the discussion.

THTP 708 . Theology After the Holocaust (3 hours)

Prerequisite(s): ETH 641 or THET 500; and THP 632, or THTP 500; or advanced placement/permission of instructor

Cross-listed as: THET 708

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews”--the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities.

THTP 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

THWL 500. Worship (3 hours)

Prerequisite(s): CHH 6621, CHH 622, THCH 500, or advanced placement/permission of instructor

This course will introduce students to the history, theology and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. Students will also learn practical worship skills for quality worship leadership.

THWL 500. Worship in the African American Church (3 hours)

Prerequisite(s): PRC 652, THWL 500, or advanced placement/permission of instructor

This course will introduce students to the history, theology and practice of worship in the African American church. Students will learn to think theologically about the character, the

content, and the form of worship. Students will also learn practical worship skills for quality worship leadership.

THWL 800 – 1 to 3 hours Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies

McAfee School of Theology

Calendar 2012-2013

Fall 2012

Presidents' Fall Faculty Meeting (Macon Campus)	August 13
Faculty Workshops	August 15-16
New Student Orientation	August 17
First Day of Class	August 20
Welcome Back Dinner, Trustees Dining Room, 4:30-6:00 pm	August 20
Alumni Breakfast, 9:15-10:30 a.m., Davis Admin. Bldg. Lobby	August 21
Founders Day—Cecil B. Day Auditorium, 10:45 a.m.	August 21
Keynote Speaker – Dr. Floyd Roebuck	
Drop/Add Period	August 20-27
Labor Day Holiday—University Closed	September 3
D. Perry and Betty Ginn Lectures on Christian Faith & Modern Science	September 18-20
Atlanta Campus, September 18 & 20	
Keynote Speaker - Mr. Adrian Wyard,	
Executive Director, Counterbalance Foundation	
Mercer Preaching Consultation - St. Simons Island, GA	September 23-25
Keynote Speaker - Dr. Luke Timothy Johnson,	
Candler School of Theology	
Student Advisement for Spring 2013 (Meet with Advisor)	All of October
Faculty/Staff/Student Retreat, Camp Pinnacle, Clayton, GA, 2pm	October 5-6
Last Day for Course Withdrawal	October 24
Scholarship Event - Preview Conference	October 28-29
Early Registration for Spring 2013 Begins	November 6
Thanksgiving Holiday—No Classes	November 19-23
Last Day of Classes	December 7
Final Examinations	December 10-14
Grades Due	December 19

Spring 2013

Faculty Committee Meetings	January 2
Faculty Workshop	January 3
New Student Orientation	January 4
First Day of Class	January 7
Drop/Add Period	January 7-14
Martin Luther King, Jr. Holiday—University Closed	January 21
Scholarship Event - Preview Conference	February 24-25
Student Advisement for Summer and Fall 2013—Meet with Advisor	All of March
Wm. L. Self Preaching Lectures	TBA
Keynote Speaker - TBA	
Spring Reading Week—No Classes	March 4-8
Last Day of Course Withdrawal	March 13

Good Friday Holiday—University Closed	March 29
Registration for Summer/Fall 2013 Begins	April 2
Last Day of Class	April 26
Final Examinations	April 29-May 2
Grades due	May 8
Graduate Banquet/Commissioning Service	May 10
Smoke Rise Baptist Church, 6:30 p.m. & 8 p.m.	
Commencement	May 11

Summer 2013

Summer Session

First Day of Class	May 20
Drop/Add Period	May 20-27
Last Day for Course Withdrawal	June 21
4th of July Holiday—University Closed	July 4
Last Day of Class	July 15
Grades Due	July 18

The Register

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(Alphabetically with Years When Terms Expire)

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C. Bruce Gordy, *Orlando, Florida (2012)*

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Robert F. Hatcher, *Macon, Georgia (2014)*

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David E. Linch, *Atlanta, Georgia (2014)*
Carolyn Townsend McAfee, *Macon, Georgia (2015)*
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M. Yvette Miller, *Smyrna, Georgia (2016)*
Samuel Mitchell, Jr., *Peachtree City, Georgia (2012)*
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Richard A. Schneider, *Atlanta, Georgia (2016)*
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Terry Menard, *Interim Director, Educational Media Services*

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D. Scott Davis, *Dean*

Gina L. Miller, B.S., M.S.M., Ph.D., *Associate Dean*

Faye A. Sisk, B.A., M.A., M.Ed., M.B.A., Ph.D., *Director of Executive Graduate Programs*

Jordan Matthew Blanke, B.S., M.S., J.D., *Director of Undergraduate Programs*

C. Gerry Mills, *Director of the Flexible MBA Program*

Julie A. Petherbridge, *Director of the Master of Accountancy Program*

Penelope A. Prime, *Director of the Day MBA Program*

Kaitlin R. David, B.A., *Administrative Coordinator*

James W. Westbrook, B.A., M.P.A., C.P.A., *Coordinator of Academic Affairs*

Tift College of Education

Carl R. Martray, B.A., M.A., Ph.D., *Dean and Scarborough Professor of Education*

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Allison Cobb Gilmore, B.A., M.Ed., Ph.D., *Associate Dean and Professor of Education*

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R. Alan Culpepper, B.A., M.Div., Ph.D., *Dean*

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Faculty

Eugene W. Stetson School of Business and Economics

Emeriti

Charles Haynes Andrews (1973) *James
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1967.

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William Vernon Luckie, Jr. (1976)
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M. B. Neace (1982) *Professor of
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Tift College of Education

– Faculty

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- Jabari Cain** (2009) *Assistant Professor of Education*; B.S. Florida Agricultural and Mechanical University, 2000; M.A. University of Northern Iowa, 2002; Ph.D., University of Nebraska, 2008.
- Sherah Betts Carr** (2005) *Associate Professor of Education*; B.S., Mansfield State College, 1972; M.S., Florida State University, 1975; Ph.D., Georgia State University, 1988.
- Robert J. Ceglie** (2009) *Assistant Professor of Education*; B.S., M.Ed. University of Massachusetts, 1995, 1997; Ph.D. University of Connecticut, 2009.
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- Macklin D. Duggins** (1997) *Professor of Education*; B.A., University of Missouri at Kansas City, 1978; M.Ed., Ph.D., University of Missouri at Columbia, 1981, 1991.
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- Leonard E. Lancette** (2000) *Associate Professor of Education*; B.S., University of Minnesota, 1971; M.Ed., Ed.S., Georgia State University, 1977, 1984; Ed.D., Nova Southeastern University, 1995.
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- Robert L. Lawrence, IV** (2008) *Director of Assessment/Assistant Professor of Education*, B.A., Centre College of Kentucky, 1971; M.S., University of Kentucky, 1977; M.Ed., Ed.S., Ph.D., Georgia State University, 1988, 1990, 1997.
- Dana H. Lilly** (2001) *Professor of Education*; B.A., University of West Florida, 1974; M.A., University of West Florida, Ph.D. Florida State University, 1989.
- Elizabeth Lilly** (2009) *Associate Professor of Education*; A.B. Wesleyan College, 1973; M.Ed. Valdosta State University, 1983; Ph.D. Florida State University, 1989.

- Susan C. Malone** (2004) *Vice Provost for Institutional Effectiveness/Janie F. New Baptist Professor of Education*; B.A., University of South Alabama, 1975; M.Ed., Ed.D., Vanderbilt University, 1984, 1994.
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- Margaret Rainey Morris** (1993) *Professor of Education and Chair, Macon/Eastman Teacher Education*; B.A., Shorter College, 1966; M.Ed., North Georgia College, 1980; Ed.D., University of Georgia, 1993.
- Ashley Paige Murray** (2008) *Assistant Professor of Education*, B.S., University of North Carolina, 1991; M.Ed. Mercer University, 2005; Ed.D., Georgia Southern, 2010.
- Mary Hall O'Phelan** (2008) *Associate Professor of Education and Director of Doctoral Studies in Educational Leadership*; B.A., University of Missouri, 1967; M.Ed., University of Miami, 1978; Ph.D., University of South Florida, 1994.
- Emilie Warner Paille** (2002) *Associate Professor of Education*; B.S., M.Ed., Georgia State University, 1973, 1978; Ed.D., University of Georgia, 1991.
- John Payne** (2008) *Assistant Professor of Education*, B.S., The University of Georgia, 1967; M.A.T., Emory University, 1973; Ph.D., Georgia State University, 1981.
- Justus J. Randolph** (2010) *Assistant Professor of Education*; B.I.S. Weber State University, 1998; M.Ed. Framingham State College, 2001; Ph.D. Utah State University, 2007.
- Barbara Rascoe** (2008) *Associate Professor of Education*; B.A. University of North Carolina at Greensboro, 1971; M.A. East Carolina University, 1995; Ph.D. The University of Georgia, 2001.
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- Jon M. Saulson** (2009) *Assistant Professor of Education*; B.A., M.Ed., Ph.D., University of Florida, 1972, 1974, 1981.
- Wynnetta A. Scott-Simmons** (2005) *Assistant Professor of Education*; B.S., Bennett College, 1981; M.Ed., Ed.S., Mercer University, 2002, 2003; Ed.D., Georgia Southern University, 2007.
- Dia Sekayi** (2009) *Associate Professor of Education*; B.S., M.Ed., Ph.D. State University of New York, 1989, 1991, 1996.
- Bruce E. Sliger** (1994) *Professor of Education*; B.S., M.A., Ed.S., Tennessee Technological University, 1977, 1979, 1982; Ed.D., University of Georgia, 1990.

- Albert A. Stramiello** (1985) *Professor of Education and Director of Doctoral Studies in Curriculum and Instruction, Macon*; B.S., Clarion State College, 1970; M.Ed., Slippery Rock State College, 1973; Ed.D., University of Northern Colorado, 1978.
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- Sylvia Y. Taylor** (2007) *Assistant Professor of Education*; B.S., M.S., Florida State University, 1998, 2000; Ph.D., Emory University, 2007.
- Kaye Thomas** (2010) *Instructor of Education and Director of Field Placement*; B.S. Auburn University, 1990; M.Ed. University of West Georgia, 1995.
- Paige Tompkins** (2007) *Associate Dean/Professor of Education*; B.S., Troy State University, 1984; B.S., Auburn University, 1987; M.Ed., Ph.D., Mississippi State University, 1993, 1995.
- Victor Verdi** (2004) *Clinical Instructor of Educational Leadership*; B.S., Presbyterian College, 1960; M.A., Western Carolina University, 1967; Ed.S., University of Georgia, 1976.
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- Clemmie B. Whatley** (2008) *Assistant Professor of Education*, B.S., Clark College, 1971; M.S., Georgia Institute of Technology, 1973; Ed.S., State University of West Georgia, 1999; Ph.D., Emory University, 2003.
- College of Continuing and Professional Studies**
- Priscilla Ruth Danheiser** (2005) *Dean and Professor of Psychology*; B.A., M.S., Ph.D., University of Georgia, 1973, 1976, 1979.
- Greg A. Baugher** (2005) *Instructor of Mathematics*; B.S., Tennessee Temple University, 1983; M.S.T., State University of New York at Binghamton, 1999.
- J. Thompson Biggers** (2002) *Associate Professor of Communication*; B.S., Austin Peay State University, 1968; M.A., University of Central Florida, 1979; Ph.D., Florida State University, 1981.
- Gary W. Blome** (1993) *Assistant Professor of Information Systems*; B.A., Michigan State University, 1965; M.S., Troy State University, 1989.
- Richard R. Bohannon** (2004) *Associate Professor of Organizational Leadership*; B.S., Shorter College, 1994; M.B.A., Brenau University, 1995; Ed.D., University of Georgia, 2003.
- Fred W. Bongiovanni** (1983) *Professor of Sociology and Religious Studies*, B.A., Towson State University, 1975; M.Div., Ph.D., Southern Baptist Theological Seminary, 1978, 1984.
- Caroline M. Brackette** (2009) *Assistant Professor of Counseling*; B.A., B.A., M.Ed., Ph.D., University of Toledo, 1994, 1998, 2000, 2007; L.P.C.
- Marna L. Burns** (1993) *Associate Professor of Human Services*; B.S., Armstrong State College, 1987; M.A., Georgia Southern College, 1991; Ph.D., Northcentral University, 2009.
- Diane M. Clark** (2007) *Assistant Professor of Counseling*; B.S., State University of New York at Geneseo, 1975; M.S., Canisius College, 2000; Ph.D., University of North Carolina at Charlotte, 2006; L.P.C.

- Lynn W. Clemons** (2001) *Associate Professor of Organizational Leadership*; B.A., University of Georgia, 1976; M.A., Pepperdine University, 1981; Ed.D., Nova Southeastern University, 2006.
- Timothy D. Craker** (1994) *Associate Professor of Comparative Literature and Philosophy*; B.A., Houghton College, 1981; M.A., Ph.D., State University of New York at Binghamton, 1987, 1991.
- Duane E. Davis** (1973) *Professor Emeritus of Religion and Philosophy*; B.A., Baylor University, 1961; B.D., Southern Baptist Theological Seminary, 1967; Ph.D., Emory University, 1973.
- Margaret H. Eskew** (2004) *Professor of English*; B.A., University of New Orleans, 1966; M.A., Tulane University, 1970; Ph.D., Georgetown University, 1990.
- Ilknur Eginli** (2012) *Assistant Professor of Liberal Studies and Writing*; B.A., Istanbul University, 1993; M.A., Minnesota State University, 1998; M.A., M.E., Ph.D., George Mason University, 2004, 2007, 2009.
- Kevin A. Freeman** (2010) *Visiting Assistant Professor of Counseling*; B.S., M.S., Mercer University, 2002, 2004; Ph.D., Capella University, 2010; L.P.C.
- Steve N. Hamilton** (2010) *Assistant Professor of Human Services*; B.S., John Jay College of Criminal Justice, 1993; M.A., St. John's University, 1996; Ph.D., American University, 2006.
- J. Colin Harris** (1977) *Professor of Religious Studies*; B.A., Mercer University, 1965; M.Div., Southeastern Baptist Theological Seminary, 1968; Ph.D., Duke University, 1974.
- Ian C. Henderson** (1991) *Professor of Communication*; B.A., Birmingham University, 1980; P.G.C.E., Manchester University, 1981; M.S., Ph.D., Southern Illinois University, 1986, 1991.
- Gail W. Johnson** (2007) *Associate Dean for Administration and Assistant Professor of Organizational Leadership*; B.S., Park University, 1988; M.B.A., Mercer University, 1997; Ed.D., Nova Southeastern University, 2007.
- Kelly L. Jones** (2010) *Instructor of Instructional Design and Technology*; B.S., Macon State University, 2001; M.Ed., Georgia College & State University, 2004.
- Thomas E. Kail** (1995) *Professor of Leadership and Applied Studies*; B.S., M.A., University of Wisconsin - Milwaukee, 1966, 1969; Ph.D., University of Toledo, 1975.
- Hani Q. Khoury** (1994) *Professor of Mathematics*; A.A., Onondaga Community College, 1985; B.S., B.A., M.S., Ph.D., Syracuse University, 1987, 1987, 1989, 1995.
- Kenyon C. Knapp** (2009) *Assistant Dean for Graduate Programs and Associate Professor of Counseling*; B.A., Taylor University, 1992; M.S., Georgia State University, 1996; Ph.D., The University of Mississippi, 2001; M.S., Psychological Studies Institute, 2005; L.P.C.
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- W. David Lane** (1995) *Professor of Counseling*; ; B.Ed, Troy State University, 1976; M.Ed., Ph.D., Georgia State University, 1981, 1992; L.P.C., L.M.F.T.
- Laurie L. Lankin** (1988) *Professor of Counseling and Human Sciences*; B.J., University of Missouri, 1969; M.Ed., Ph.D., University of Pittsburgh, 1974, 1982; L.P.C.
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- Richard Martin** (2010) *Associate Professor of Public Safety*; B.S., Lipscomb University, 1962; M.S., Ed.D., Indiana University, 1967, 1981.
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- Kyra L. Osmus** (1987) *Professor of Human Services*; B.S., M.S., University of Alabama, 1967, 1970; Ed.D., Memphis State University, 1980.
- Sara J. Overstreet** (2009) *Instructor of Human Services*; A.B., Wesleyan College, 1978; M.S., Purdue University, 1979; M.Ed., Georgia State University, 1982.
- Melanie R. Pavich** (2009) *Assistant Professor of Interdisciplinary and Historical Studies*; B.A., Agnes Scott College, 1993; M.A., Clemson University, 1996; Ph.D., University of Georgia, 2010.
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- Kenneth W. Revels** (2001) *Associate Professor of Information Systems*; B.B.A., State University of West Georgia, 1985; M.B.A., Keller Graduate School of Management, 1997; Ph.D., Nova Southeastern University, 2001.
- Charles H. Roberts** (2001) *Associate Professor of Mathematics*; B.S., Mercer University, 1969; M.A., Ph.D., Michigan State University, 1973, 1994.
- Michael D. Roty** (2004) *Assistant Professor of Mathematics*; B.S., University of Illinois at Urbana-Champaign, 1988; M.Ed., Ed.S., Georgia State University, 1996, 1999; Ph.D., Northcentral University, 2008.
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**James and Carolyn McAfee
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- David G. Garber, Jr.** (2005) *Associate Professor of Old Testament and Hebrew*, B.A., Baylor University, 1995; M.Div., Princeton Theological Seminary, 1998; Th.M., Princeton Theological Seminary, 1999; Ph.D., Emory University, 2005.
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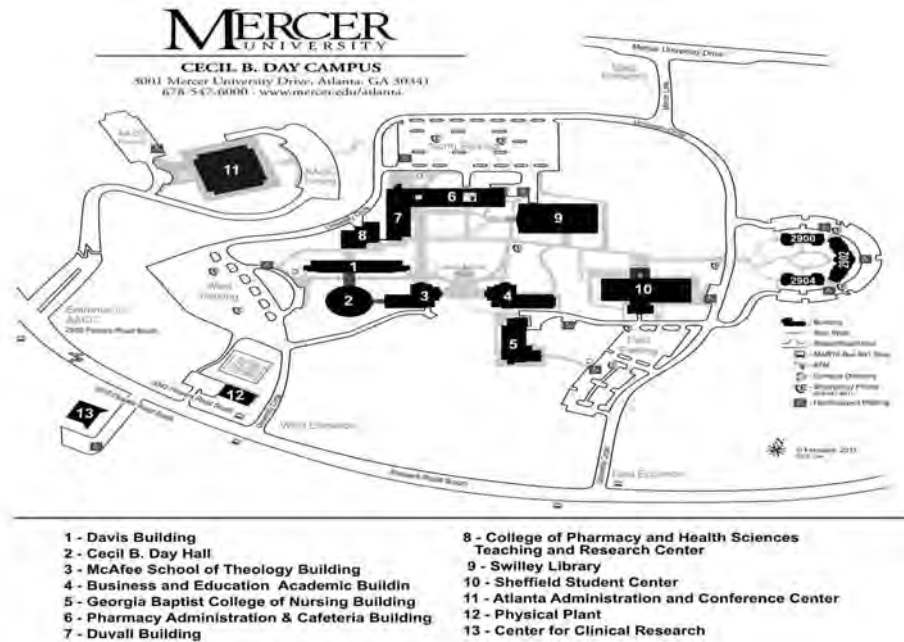
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Campus Location Map



TRAVELING NORTH

If you are traveling north on I-85 from downtown Atlanta, take Exit 94 (Chamblee-Tucker Road) and turn right at the traffic light. Stay in the right line. Proceed straight through the first traffic light. At the second traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the third traffic light. The campus entrance will be the first right turn.

TRAVELING SOUTH

If you are traveling south on I-85 from outside the perimeter, take Exit 94 (Chamblee-Tucker Road) and turn left. Stay in the right lane. Proceed straight ahead through 2 traffic lights for .7 mile. After the second light, move over to the right one lane. At the third traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the fourth traffic light. The campus entrance will be the first right turn.

TRAVELING I-285

If you are traveling on I-285 north, take Exit 34 (Chamblee-Tucker Road); from I-285 east, take Exit 33-A (Chamblee-Tucker Road). Go INSIDE the perimeter. Proceed for 1.2 miles on Chamblee-Tucker Road until you reach the intersection of Chamblee-Tucker Road and Mercer University Drive. Turn left onto Mercer University Drive; proceed straight through the next traffic light. The campus entrance will be the first right turn.

Notes