

MERCER UNIVERSITY

Catalog 2012-2013



REGIONAL ACADEMIC CENTERS

**Stetson School of
Business and Economics
Tift College of Education
College of Continuing and
Professional Studies**

**Atlanta
Macon
Douglas County
Eastman
Henry County
Newnan**

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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Information Directory

Admissions Information	Admissions 678-547-6030 478-301-5400 1-877-840-8599
Catalog Requests	Administrative Offices 678-547-6030 478-301-5400 1-800-548-7115
Financial Aid Information	Financial Planning Office 678-547-6050 478-301-5381 1-800-392-2830
Graduate Programs	Tift College of Education, 1-800-548-7115 Eugene W. Stetson School of Business and Economics, 1-800-548-7115, ext. 6177 College of Continuing and Professional Studies, 1-800-548-7115, ext. 6411
Official Transcripts and Academic Records	Office of the Registrar 1-800-342-0841 ext. 2680
Textbook Orders and Information	Bookstore Manager 678-547-6387 478-301-2945 1-800-548-7115 ext. 2945
Transfer Credit Information	Associate Registrar 478-301-5400 678-547-6030 1-800-548-7115
Tuition and Fees	Bursar 1-800-342-0841, ext. 1111
Undergraduate Programs	Tift College of Education, 1-800-548-7115 Eugene W. Stetson School of Business and Economics, 1-800-548-7115, ext. 6177 College of Continuing and Professional Studies, 1-800-548-7115
Veterans Affairs	Office of the Registrar (Macon Campus) 1-800-342-0841, ext. 2683

CENTERS

Douglas County	(678) 547-6200
Eastman	(478) 374-5810
Henry County	(678) 547-6100
Newnan	(770) 683-5292
Macon Campus	(478) 301-2980
Atlanta Campus	(678) 547-6420

Regional Academic Centers 2012-2013 Academic Calendar

	Fall Semester 2012
	Session I
First Day of Classes	Aug 20
Drop-Add / Fee Payment	Aug 20-27*
Labor Day Holiday	Sep 3
Last Day for Course Withdrawal	Sep 25
Last Day of Classes	Oct 15
Mid-Semester Break (only for Sessions I & II)	Oct 16
Grades Due from Faculty	Oct 17, 5:00 p.m.
	Session II
First Day of Classes	Oct 17
Drop-Add / Fee Payment	Oct 17-23*
Last Day for Course Withdrawal	Nov 21
Thanksgiving Holiday / Fall Break (Session II only)	Nov 21-24
Last Day of Classes	Dec 15
Grades Due from Faculty	Dec 17, 5:00 p.m.
	Session III
First Day of Classes	Aug 20
Drop-Add / Fee Payment	Aug 20-27*
Labor Day Holiday	Sep 3
Last Day for Course Withdrawal	Oct 23
Thanksgiving Holiday	Nov 21-24
Last Day of Classes	Dec 15
Grades Due from Faculty	Dec 17, 5:00 p.m.
	Spring Semester 2013
	Session I
First Day of Classes	Jan 7
Drop-Add / Fee Payment	Jan 7-14*
Martin Luther King, Jr. Holiday	Jan 21
Last Day for Course Withdrawal	Feb 12
Last Day of Classes	Mar 4
Session Break (Sessions I & II only)	Mar 5-7
Grades Due from Faculty	Mar 6, 5:00 p.m.
	Session II
First Day of Classes	Mar 8
Drop-Add / Fee Payment	Mar 8-15*
Easter Holiday	Mar 29-31
Last Day for Course Withdrawal	Apr 15
Last Day of Classes	May 4
Grades Due from Faculty	May 6, 5:00 p.m.
Commencement – Macon	May, TBA
Commencement – Atlanta	May, TBA

	Session III
First Day of Classes	Jan 7
Drop-Add / Fee Payment	Jan 7-14*
Martin Luther King, Jr. Holiday	Jan 21
Last Day for Course Withdrawal	Mar 8
Easter Holiday	Mar 29-31
Last Day of Classes	May 4
Grades Due from Faculty	May 6, 5:00 p.m.
Commencement – Macon	May, TBA
Commencement – Atlanta	May, TBA

Summer Semester 2013

	Session I
First Day of Classes	May 20
Drop-Add / Fee Payment	May 20-28*
Memorial Day Holiday	May 27
Last Day for Course Withdrawal	June 25
Independence Day Holiday	July 4
Last Day of Classes	July 13
Grades Due from Faculty	July 15, 5:00 p.m.

	Session II
First Day of Classes	July 15
Drop-Add / Fee Payment	July 15-17*
Last Day for Course Withdrawal	July 31
Last Day of Classes	Aug 10
Grades Due from Faculty	Aug 12, 5:00 p.m.

	Session III
First Day of Classes	May 20
Drop-Add / Fee Payment	May 20-28*
Memorial Day Holiday	May 27
Independence Day Holiday	July 4
Last Day for Course Withdrawal	July 8
Last Day of Classes	Aug 10
Grades Due from Faculty	Aug 16, 5:00 p.m.

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

The University

Founded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,000 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 to 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 Mercer's 17th 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 degrees in major career fields at Mercer's regional academic centers and the Atlanta campus and graduate degrees at the Henry County Center and on the Atlanta campus. 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 six 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, and the Master of Accountancy (MAcc). 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 the Henry County Regional Academic Center 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 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. 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 degrees.

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 of Science program also has two tracks: nursing educator and acute/critical care nursing of the adult. The doctoral program has tracks in educational theory and practice, 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, liberal studies, organizational leadership, public safety leadership, and informatics, as well as general education offerings, in 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, and a doctoral degree program in counselor education and supervision. In addition, students enroll in noncredit programs that include the Public Safety Leadership Institute, executive leadership development, leadership for the medical practice, and substance abuse counseling.

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.

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>

International Programs

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

International Student and Scholar Services

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

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

English Language Institute (ELI)

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

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

International students interested in a degree program in Macon may take ELI courses in Atlanta prior to matriculation in a Mercer college or school. Upon successful completion of the Atlanta ELI, international students may enroll in the Bridge Program in the College of Continuing and Professional Studies or another degree or degree-completion program at the University. 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, send an e-mail inquiry to eli@mercer.edu, or telephone (678) 547-6151.

Student and Faculty Exchange Programs

The OIP manages all student and exchange programs at the University. Student exchange programs are usually for one semester and are done in partnership with another foreign university. Mercer students can participate in exchange programs for undergraduate academic credit at the following universities: Al Akhawayn University (Morocco), Hong Kong Baptist University (China), Kalmar University (Sweden), Lulea University (Sweden), Aizu University (Japan), Seinan Gakuin University (Japan), Bamberg University (Germany), Karlsruhe University (Germany), the University of the West of Scotland (formerly known as Paisley University) (Scotland), Yonok University (Thailand) and Yonsei University (South Korea). Students interested in participating on any of these exchange programs should contact the Office of International Programs at (478) 301-2573 or at qip@mercer.edu.

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 other student and faculty exchange relationships for the Medical School in Japan, South Korea, and Thailand. The medical exchange programs are exclusively reserved for people in that professional school. 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 the director of international education at (478) 301-2573.

Study Abroad Programs

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

In addition to the semester- and year-long study abroad programs offered throughout the world, Mercer also offers a variety of short-term faculty-led programs during summer sessions. Faculty-led study abroad programs allow students to learn more about another culture and earn academic credit while being mentored by a Mercer faculty member in a foreign cultural setting. 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, Thailand, and Vietnam. For more information on they types of programs being offered this year, cost, and financial aid, please contact the Office of International Programs at (478)301-2573, visit the web site at www.mercer.edu/international, or send an e-mail inquiry to oiip@mercer.edu.

Mission of the Regional Academic Centers

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

Mercer's Commitment to Adult Students

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

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

Admission Information

Admission Inquiries:

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

RAC Admission Offices	Telephone Numbers	Fax Number
	(678) 547-6417	(678) 547-6367
	or	
	(877) 840-8599	

Admissions personnel are available at each Regional Academic Center for assistance with the admission process. Applications and supporting documents must be received by the Regional Academic Center Admissions Office before a student is eligible to enroll. Documents may be given to a center's coordinator, or mailed directly to the following address:

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

Admission Priority Deadlines

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

Undergraduate Admission Policies and Procedures

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

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

Admission Eligibility for the Regional Academic Centers

To be considered for the programs offered by the Stetson School of Business and Economics, the Tift College of Education, and the College of Continuing and Professional Studies through the Mercer University Regional Academic Centers, applicants must have graduated from high school a minimum of three years prior to applying for admission.

I. Degree-Seeking Students

Entering Freshmen

Included in this category are applicants who have never previously attended a technical school, college, or university. Applicants must have received a high school diploma from a regionally accredited high school or passed the Test of General Educational Development (GED). The following materials are required from applicants for admission:

1. A completed Regional Academic Center Undergraduate 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.

Transfer Students

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

1. A completed Regional Academic Center Undergraduate Application for Admission.
2. A non-refundable application fee of \$25.
3. Official transcripts of all college-level work attempted at a regionally accredited college, university, or technical school.
4. An official high school or GED transcript (only required for transfer applicants with less than 30 semester hours of college credit).

ALL college, university, and technical school transcripts must be submitted, regardless of how long ago the student's attendance was, whether or not the courses were actu-

ally completed, or what the academic standing of the student is/was. Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Regional Academic Center Admissions Office in a sealed envelope directly from the college/university, high school, or testing agency.

Course work with a grade of C- or better, earned at regionally accredited institutions, will be evaluated on a course-by-course basis and considered for transfer as equivalent Mercer courses or as elective credits. A minimum of 32 credits must be earned in residence at Mercer University for graduation, regardless of the number of credits accepted in transfer. At least 12 semester hours of upper-division work in a major, concentration, or specialization, and 6 semester hours of upper-division work in a minor, if elected, must be done in residence.

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

The maximum credit allowed from all two-year colleges attended is 64 semester hours, and no more than 96 semester hours of credit can be transferred from all regionally accredited colleges/universities. Developmental and institutional courses will not be accepted for transfer credit. Courses in programs not available at Mercer (e.g. secretarial science, lab technician courses, and so forth) also will not be accepted.

Internal Transfer Students

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.

Readmitted Students

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

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

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

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

International Students

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

Full Admission

Official high school transcript with official translations in English

Proof of English proficiency as demonstrated by acceptable SAT or ACT test scores [official TOEFL scores of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or 550 PBT (paper based TOEFL)] or successful completion of 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 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 II 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 exam, students may be exempt from taking one or more of the following courses:
 - MATH120. Basic Algebra
 - MATH130. Topics in Pre-calculus
 - MATH150. Analytic Trigonometry*

*Exception 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:
 - FDLS110. The Culture of the University
 - FDLS130. 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.

II. Non-Degree Seeking Students

Undergraduate Certificate Students

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

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

Unclassified Students

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

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

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

Transient Students

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

1. A completed Regional Academic Center Undergraduate Application for Admission.
2. A non-refundable application fee of \$25.
3. A "letter of good standing" from the college or university at which the student is currently enrolled, indicating permission for the specific courses to be taken.

Students Auditing Courses

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

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

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

Immunization Policy

The "Mercer University Student Health Form" is required and must be signed by a physician or other health care provider, and stamped with the provider's name and address. No other immunization forms or physician records will be accepted. Students are

encouraged to keep a photocopy of this completed form for their personal records. The Student Health Form is a Mercer document and will not be forwarded to other institutions.

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

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

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

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

Exemptions from compliance with the immunization policy include:

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

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

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

Student Health Insurance

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

Information for Veterans and Others Eligible for Veterans Benefits

Individuals who contemplate enrollment and who are eligible for financial assistance through the U.S. Department of Veterans Affairs should contact the University's Office of the Registrar.

General Information

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

Parking Fee: No fees are charged for University parking. However, parking decals are required on Mercer's campuses and may be obtained from the University Police. Students who commit parking violations are subject to fines and vehicle impoundment.

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

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

Mercer E-Mail: All students are assigned a Mercer e-mail address. This is the address that will be used for official University e-mail correspondence with students.

Student Life

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

Student Conduct

The University expects students to conduct themselves in a manner that reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline is limited to conduct that adversely affects the University's pursuit of its educational objectives.

The following are examples of such conduct:

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

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

Student Advisory Board

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

Honor Societies and Student Organizations

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

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

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

Alpha Sigma Lambda Honor Society

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

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

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

Kappa Delta Pi Honor Society

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

1. Students must be admitted to the Teacher Education Program.
2. Students must have a minimum 3.50 cumulative grade point average.
3. Students must have a 3.80 GPA in their education courses (for Middle Level students, that would include concentration courses).

4. Students must have senior status.
5. Students must be recommended by the faculty of the Teacher Education Department. Recommendations will be based on potential or achieved educational leadership and exemplification of worth educational ideals.

Omicron Lambda Honor Society (For undergraduate students in Organization Leadership)

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

The criteria for membership in the society are:

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

Phi Kappa Phi

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

Tau Upsilon Alpha Honor Society

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

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

Counseling Services in Macon and Atlanta

Mercer University provides counseling services on the Atlanta campus (the Counseling Center in the Sheffield Center) for students enrolled on that campus as well as those attending the Academic Centers in Henry and Douglas Counties, and in Newnan. The Macon campus provides counseling services (Counseling and Psychological Services behind the MEP residence hall) for the students enrolled on the Macon campus as well as those attending the Eastman Academic Center. The counseling centers are staffed by licensed counselors who provide services at no charge. Some conditions and situations may neces-

sitate referral to other resources. Educational programs are offered on related topics. The staff of the counseling centers also provides consultation for Mercer's faculty, staff, parents, and students.

Career Services

The Office of Career Services, on the third level of the Connell Student Center in Macon and in the Administration and Conference Center (AAC) in Atlanta, offers a range of services to assist all students and alumni in making informed choices about academic majors and career directions. Assistance with the following is available for students and alumni: career exploration, career transitioning, resume preparation, interviewing skills, conducting a job search, networking, and dressing for success. Computer-based resume and job-search services are available to all Mercer students at www.mercer.edu/career.

Library Services

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

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

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

The **Jack Tarver Library** in Macon serves primarily undergraduates from the College of Liberal Arts and the Macon programs of the Stetson School of Business, the Tift College of Education, the School of Engineering, the College of Continuing and Professional Studies, and the Townsend School of Music.

The **Monroe F. Swilley Jr. Library** in Atlanta serves the College of Pharmacy and Health Sciences; the McAfee School of Theology; the Georgia Baptist College of Nursing; and the Atlanta programs of the Stetson School of Business, the College of Continuing and Professional Studies, the Tift College of Education, and the English Language Institute.

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

The **Furman Smith Law Library**, which is accessible to law students 24 hours a day, is the center for legal research information at Mercer's law school. The law library's staff

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

Financial Information

2012-2013 Academic Year Only

Tuition and Fees

Undergraduate Tuition Rate \$404/credit hour

Graduate Rates

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 Public Safety Leadership \$515/hr
Master of Education in Early Childhood \$515/hr
Master of Education in Higher Education Leadership \$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 School Counseling \$515/hr
Educational Specialist in School Counseling \$546/hr
Doctor of Philosophy in Counselor Education and Supervision \$645/hr
Educational Specialist in Educational Leadership \$546/hr
Educational Specialist in Teacher Leadership \$546/hr
Doctor of Philosophy in Curriculum and Instruction \$645/hr
Doctor of Philosophy in Educational Leadership \$645/hr
Professional MBA contact Stetson School of Business and
Economics for current rate

Tift College of Education and College of Continuing and Professional Studies Special Fees:

Internship, fieldwork, practicum (COMM 475, CRJS 470, EDEC 483, 484
HRAD 495, HSRV 275, 475, EDUC 399, and PSFT 470) \$100
EDUC 398 and 399 Practicum \$125
EDUC 485, and EDEC 483 and 484, Professional Practicum \$200
Student Teaching (EDUC 492, EDUC 498, EDEC 492) \$300
Internship, fieldwork, practicum (COUN 609, 610, 640) for
Counseling majors \$100
Educational Leadership Academy Fee for EDEL courses: 601, 645A, 703, 704,
810, 898, 811 \$65
Internship for Public Safety (PSLD 632) \$100
EDUC 488 Mentored Practicum \$200
Test and Assessment for Counseling majors (COUN 617) \$50

Miscellaneous Fees:

Facilities and Technology Fee:
Undergraduate students enrolled
12 hours or more \$150/semester
Undergraduate students enrolled
11 hours or less \$12.50 per credit hour

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 Macon 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 classes 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 international 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 and no student is considered by the University as a candidate for graduation until all indebtedness to the University has been settled. The Bursar Office is authorized to withhold and apply to a 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 for registration, and a student 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 costs associated with such 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 NSLDS.

Contractual Obligations

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

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 the Registrar's Office or (2.) phoning the 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 official notification is received in the Registrar's Office.

No charges are assessed for housing or meals when a student resigns from the University prior to the first day of classes for a term. When a student resigns after the end of the official drop/add period, dormitory housing and meal plan refunds are calculated based on the percentages allowable under the Federal Return Policy Refund Schedule. Additional charges for housing and meals will be assessed on a prorated basis from the time of withdrawal until the student vacates the room and returns his/her keys and key-card. Once all calculations are complete, the Bursar's Office 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, along with any pertinent documentation, should be submitted to the Bursar's Office 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.

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

$$\text{Total amount of Title IV Financial Aid disbursed} \times (100 - \text{percentage to be retained}) = \text{Total Title IV Financial Aid to be returned**}$$

*** 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 18th
Last Day of Exams = December 13th
Holidays = Labor Day, September 1st
Thanksgiving, November 16th - 28th
Thanksgiving Break, November 21st - 23rd

Number of calendar days between August 20 and December 13 = **118 days**

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

Total calendar days in this enrollment period = 113 days

Resignation Scenario: A regional academic center student formally resigns in the Registrar's Office on September 17th.

Typical Charges: \$3,528 Tuition

Financial Aid Disbursed: \$5,000 Federal Subsidized Direct Loan, of which \$1,472 has been refunded to the student

Calculation: Number of calendar days between August 20 (First Day of Class) and September 17 (the date of Formal Resignation) = **29 days**

Percentage of charges to be retained* = $\frac{29 \text{ days}}{113 \text{ days}} = .2566$ or 25.7%

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

Amount of tuition earned by the institution = $\$3,528 \times 25.7\% = \906.70

Amount of tuition to be credited to the student's account = $\$3,528 - \$906.70 = \$2,621.30$

Amount of Title IV funds earned by student = $\$5,000 \times 25.7\% = \$1,285$

Amount of Title IV fund to be returned to the Direct Loan Program = $\$5,000 - \$1,285 = \$3,715$

Amount of Title IV funds to be returned by the University = $\$3,528 \times (100-25.7\%) = \$2,621.30$

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	\$3,528.00
Direct Loan	(5,000.00)
Refund to Student	<u>1,472.00</u>
Account Balance	-0- At time of resignation
Tuition Credit	(2,621.30)
University Refund to Direct Loan Program	<u>2,621.30</u>
Account Balance	-0- After registration

Pre-enrollment deposits will not be refunded should the student not enroll in the semester for which the deposit was intended.

Questions regarding the refund procedures and amounts may be directed to the Office of the Bursar, 1400 Coleman Avenue, Macon, Georgia 31207. (Telephone: 478-301-111)

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 Aid

The purpose of Mercer's financial aid program is to provide assistance to students who, without such aid, would be unable to attend college. Financial aid may include scholarships, grants, loans, and part-time employment. These types of assistance are extended either singly or in combination. The type of combination or "package" offered depends upon a student's need for assistance.

In order for a student to be considered for every type of assistance available, a Free Application for Federal Student Aid (FAFSA) **must** be completed each year. Students may complete the FAFSA at www.fafsa.ed.gov. Please contact the Regional Academic Center Financial Planning Office if you need a paper FAFSA.

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

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

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

Financial Aid Policies

Students are encouraged to visit the Financial Planning Office website at www.mercer.edu/finaid/rac to learn more about financial aid policies and to e-mail their financial planning advisor with any questions related to financial aid.

- An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.
- An applicant for financial assistance must be fully admitted as an eligible degree-seeking student to the University before financial assistance can be awarded. Provisionally accepted students are not eligible for financial aid disbursements.
- In most instances, financial assistance is granted only to students who take a course load of at least six semester hours per term, although assistance from the Pell Grant may be available to those enrolled in less than six hours.
- Students receiving financial assistance from sources other than Mercer University are required to advise the Office of Financial Planning of this fact. A written statement that identifies the sponsor(s) and the amount of the award(s) is required. Some adjustment of the original financial aid award may be necessary.
- Financial aid awards will be automatically credited to qualified students' accounts after the drop add period of each semester, provided that all necessary paperwork is complete, with the exception of student work awards. Work awards are paid directly to students after the funds have been earned and it is the student's responsibility to apply these funds to any balance that might be due to Mercer.
- Students must be officially enrolled and attending class at the end of the term's drop-add period in order to receive financial aid for a class. Since financial aid is based on enrollment, enrollment changes may affect student financial aid award(s).
- Students who fail to earn a passing grade in all of their classes for a semester may be considered, for financial aid purposes, to have unofficially withdrawn from the University. If the institution can not document that the student completed at least one class during the semester, federal and state financial aid funds will be returned to the original source of funds in accordance with the Federal Return Policy.

- No financial aid will be disbursed while a student is in verification. Verification is the process in which the Federal Government requires schools to verify the accuracy of information reported by students on the FAFSA. Some students' forms will be randomly selected by the federal processor for verification, while other forms will be selected through specific edits. If your forms are selected for verification, you will be notified by the Financial Planning Office and asked to furnish supporting documentation.
- The fact that a student receives an award one year in no way automatically renews the application for subsequent years. Applicants are reminded to re-apply for financial aid annually.
- To be considered for financial aid, students must not be in default or owe a refund on federal or state funds.
- Students must make progress towards the completion of their courses of study, according to the "Satisfactory Academic Progress Standards" below, in order to retain financial aid eligibility.
- Recipients of financial assistance who become subject to disciplinary probation may forfeit financial aid during the period of probation.
- This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and does not discriminate on the basis of race, color, religion, sex, or national origin.

Satisfactory Academic Progress Standards

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

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

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

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

Qualitative Standard

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

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 +	2.0

Quantitative Standard

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

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

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

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

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

- **Transfer hours** accepted into a student's program will count as both hours attempted and hours earned.
- **Withdrawals** will count as hours attempted ONLY.
- **Incompletes** will count as hours attempted, until the course is completed. A passing grade will count as hours attempted and earned; a failing grade will remain as hours attempted.
- **Repeat Courses** are counted for previously failed classes. Repeat courses are counted only once for previously passed courses.

SAP Warning

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

- A student may receive federal and state financial aid, assuming all other eligibility criteria are met, while on SAP Warning. Thus, no appeal is necessary by the student at this point.
- A student must meet all qualitative and quantitative SAP standards at the conclusion of the SAP Warning semester in order to continue to receive federal and state financial aid.

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

Appeal Process

Students who believe they have mitigating circumstances (i.e. death of a relative, injury or illness to student, or other special circumstance) that prevented them from meeting SAP standards, may provide a written appeal to the Office of Student Financial Planning. The appeal must be a complete summary of the student's circumstances and must include supporting documentation such as death certificate, doctor referrals, medical bills, etc. **All appeals must be submitted within 10 calendar days of receiving an SAP denial letter.**

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

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

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

SAP Probation

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

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

Federal and State Grants

Federal Pell Grant: Undergraduate students seeking their first bachelor's degrees may qualify for this need-based federal grant. Eligibility for and dollar value of the Pell Grant is determined on the basis of a student's financial resources and the resources of his or her family, as reported on the FAFSA, along with the cost of education at the institution and the student's enrollment status. Completion of the FAFSA serves as an application for the Pell Grant. The maximum Pell Grant for the 2012-2013 academic year is expected to be \$5,550.

Georgia Tuition Equalization Grant: The State of Georgia has made available, to qualified Georgia residents, an annual tuition grant for attendance at approved private col-

leges in the state. To be eligible for this grant, a student (and parents of dependent students) must be a United States citizen who meets Georgia Residency requirements for at least 12 consecutive months prior to the first class day for any particular semester. Students who do not meet Georgia Residency requirements at the time of high school graduation, Home Study Program completion or successful GED test must meet Georgia Residency requirements for 24 consecutive months prior to the first class day. The student must be degree-seeking, enrolled and attending at least 12 credit-hours of undergraduate coursework through the end of the drop-add period of Session II.

To be considered for the grant, a student must complete a Georgia Tuition Equalization Grant Application at the beginning of his/her first term of enrollment as a full-time student and meet all the eligibility requirements. Students can only receive this grant for 127 paid semester hours. Applications can be completed at www.gacollege411.org. The dollar value of the grant varies depending on the funds appropriated by the state legislature. The grant is expected to be \$350 per semester for the 2012-2013 academic year.

HOPE Scholarship: High school graduates, from 1996 and later, who are designated HOPE Scholars, AND students with a cumulative 3.0 GPA at the end of a term in which they *attempted* (not earned) 30, 60, or 90 semester hours, may be eligible to receive a HOPE Scholarship if they meet the state's eligibility and residency criteria.

To maintain HOPE Scholarship eligibility, students must have a cumulative 3.0 HOPE GPA at the end of each spring semester and at their attempted hour checkpoints. Beginning Fall 2011, students may only lose and regain HOPE Scholarship one time. Please note that all degree courses attempted at Mercer and all other postsecondary institutions are included in the GPA and hours attempted calculations. Certificate/diploma courses are only included in the GPA and hours attempted calculation if the courses have ever been accepted toward a degree by Mercer or any other post-secondary institution. Also, only whole letter grades are used in the GPA calculation (e.g. a B+ is counted as a B).

Students who received HOPE prior to summer 2011 may receive HOPE until June 30, 2015 as long as all eligibility criteria are met. Students who have not received HOPE prior to summer 2011, and who meet all other eligibility criteria, may receive HOPE until seven years after their high school graduation, GED test, or Home Study program completion date. Students who served in active duty in the military following their high school graduation, or equivalent, may request that such active duty service time be added back to their 7 years of eligibility.

The maximum number of credits covered by the HOPE Scholarship is 127 *attempted* hours or 127 *paid* hours of combined HOPE Scholarship, HOPE Grant, and/or HOPE Accel. To be eligible, full-time students must be enrolled and attending at least 12 credit-hours of undergraduate coursework through the end of the drop-add period of Session II. Part-time students must be enrolled and attending at least 6 credit-hours of undergraduate coursework through the end of the drop-add period of Session II. The maximum award for the 2012-2013 academic year is expected to be \$1,800 per semester for full-time students and \$900 per semester for part-time students. The Registrar's Office will perform a HOPE Scholarship eligibility review for all students who are fully admitted to the University. Eligible students should complete a HOPE Scholarship Application at www.gacollege411.org.

TEACH Grant: The federal TEACH Grant Program provides up to \$4,000 per year to students who are seeking their first undergraduate or graduate degree and are enrolled in a TEACH eligible program, as defined by the Tift College of Education. Students must be fully accepted into their academic program by the Tift College of Education and either maintain a 3.25 GPA or score in the 75th percentile in at least one section of a national-

ly-normed admission test. In exchange for receiving a TEACH Grant, students must agree to serve as a full-time teacher in a high-need field in a school that serves low income students for at least four academic years. **IMPORTANT:** For students who fail to meet this service obligation in its entirety, the TEACH Grant will be converted to a federal Direct Unsubsidized Loan, with interest assessed from the original disbursement date. See the Regional Academic Center Financial Planning Office website (www.mercer.edu/finaid/rac) for application information.

Endowed Scholarships

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

Loans

William D. Ford Federal Direct Subsidized Loans: Undergraduate students who attend school at least half-time may be eligible to receive Federal Direct Subsidized Loans. Students must demonstrate financial need to be eligible, thus completion of a FAFSA is required. The maximum annual loan limits that students may be eligible to borrow are: \$3,500 per academic year for freshmen; \$4,500 for sophomores; and \$5,500 for juniors and seniors. The lifetime aggregate limit that a student may borrow is \$23,000 for undergraduate study.

The government pays the interest accruing on the loan while the student is in school and during the first six months following withdrawal, graduation or less than half-time enrollment. After this period, the student begins repayment on the loan. Various repayment options exist. The interest rate for loans disbursed between July 1, 2012 and June 30, 2013 is expected to be fixed at 3.4%. Additional information regarding direct loans can be obtained at www.studentloans.gov.

All first-time borrowers are required to have entrance counseling before the first disbursement of their loans can be made.

William D. Ford Federal Direct Unsubsidized Loans: Unsubsidized loans are available to both undergraduate and graduate students. Repayment of the principle begins six months following withdrawal, graduation or less than half-time enrollment. The interest rate is fixed at 6.8% and the borrower is responsible for interest that accrues while he or she is in school. Students may pay the interest as it accumulates or have it capitalized when the loan goes into repayment.

Students may be eligible to borrow the maximum annual loan limits listed below, as long as the student's cost of attendance is not exceeded. Dependent students may be eligible to borrow \$2,000; independent freshmen and sophomores may be eligible to bor-

row \$6,000; independent juniors and seniors may be eligible to borrow \$7,000; and graduate students may be eligible to borrow \$20,500 per academic year. The aggregate limits, subsidized and unsubsidized loans combined, that a student may borrow are \$31,000 for dependent undergraduate students, \$57,500 for independent undergraduate students, and \$138,500 for graduate students (including loans for undergraduate study).

Although unsubsidized loans are not awarded on the basis of need, students are required to complete a FAFSA and to attend school at least half-time. Further information regarding these loans is available from the Regional Academic Center Financial Planning Office.

William D. Ford Federal Direct Plus Loans: These loans are available to graduate students and to credit-worthy parents of dependent undergraduate students. To apply, a separate application must be completed every year by the graduate student or by a parent or legal guardian of an undergraduate student. The annual limit a parent or graduate student can borrow is equal to the cost of attendance minus the financial aid which the student receives. The interest rate is fixed at 7.9% for loans disbursed between July 1, 2011 and June 30, 2012. Interest begins to accumulate at the time the first disbursement is made, and repayment begins within 60 days after the final loan disbursement each year.

If the loan is denied due to an adverse credit history, the applicant will be notified by the Direct Loan Servicing Center. The applicant may pursue the PLUS Loan further by securing a credit-worthy endorser (co-signer). If the applicant does not wish to pursue the PLUS Loan further, the student may be eligible to receive a Federal Direct Unsubsidized Loan. Further information is available from the Regional Academic Center Financial Planning Office.

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

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

Federal Work-Study Program

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

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

Academic Information

The undergraduate curriculum is composed of two parts. The general education program is broad in scope, requiring study in several areas. It affords an introduction to some of the major areas of human knowledge and endeavor, and lays the foundation for continued study and for the student's contribution to society. The upper division curriculum calls for more specialized study in a major, a concentration, or a specialization.

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.

Degree Programs

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

Eugene W. Stetson School of Business and Economics***Undergraduate Programs:***

Bachelor of Business Administration (Atlanta and Douglas County)

Graduate Programs:

Master of Business Administration (Macon and Atlanta)

Executive Master of Business Administration (Atlanta)

Professional Master of Business Administration (Henry County and Savannah)

Master of Accountancy (Atlanta)

Tift College of Education***Undergraduate Programs:***

Bachelor of Science in Education, *Early Care and Education* (Atlanta and Douglas County)

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

Bachelor of Science in Education, *Middle Grades* (Macon, Henry County, and Douglas County)

Graduate Programs:

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

Master of Arts in Teaching (Atlanta)

Master of Education in Early Childhood Education (Douglas County, Henry County, and Atlanta, Newnan, and Forsyth)

Master of Education in Higher Education Leadership (Atlanta and Macon)
Specialist in Education in Educational Leadership (Macon, Douglas County, Henry County, Atlanta, and Savannah)
Specialist in Education in Teacher Leadership (Henry County, Douglas County, and Atlanta)
Doctor of Philosophy in Educational Leadership (Macon and Atlanta)
Doctor of Philosophy in Curriculum and Instruction (Macon and Atlanta)

College of Continuing and Professional Studies

Undergraduate Programs:

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

Graduate Programs:

Refer to the "Graduate" section of the Atlanta catalog for information on the following graduate programs:

Master of Science in Clinical Mental Health Counseling (formerly Master of Science in Community Counseling and Master of Science in Counseling) (Atlanta)
Master of Science in School Counseling (Atlanta)
Master of Science in Organizational Leadership (Atlanta and Henry County)
Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization (Atlanta)
Master of Science in Public Safety Leadership (Atlanta and Henry County for the executive Format)
Educational Specialist in School Counseling (Atlanta)
Doctor of Philosophy in Counselor Education and Supervision (Atlanta)

The Honor System

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

Academic Honesty

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their positions in that community. Students are expected to ensure the continuance of trust among themselves

and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

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

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

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

Student Classification

Undergraduate students are classified is based on the satisfactory completion of academic hours, as follows:

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

Units of Credit

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

Course Numbers

Undergraduate Level Courses:

- 100-199: Courses generally considered introductory in nature, including those carrying no prerequisites and those intended primarily for freshman-level students.
- 200-399: Intermediate-level courses designed for students at the sophomore, junior, or senior levels. These are courses carrying prerequisites or requiring a level of sophistication not usually attained until after a student's first year of college.
- 400-499: Advanced-level courses generally requiring senior status, including, but not limited to, such courses as seminars, senior independent or directed study, research, colloquia, etc.

Courses numbered below 300 are lower-division courses.

Courses numbered 300-499 are upper-division courses.

Graduate Level Courses:

Eugene W. Stetson School of Business and Economics

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

Tift College of Education

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

College of Continuing and Professional Studies

- 600-999: Graduate courses designed for graduate students only

Grading System and Quality Points

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

<u>Grade</u>	<u>Interpretation</u>	<u>Quality Points Per Credit Hour</u>
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0
D	Poor	1.0
F	Failure	0
FQ	Failure-Quit Attending/Never Attended	0
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.*

Satisfactory/Unsatisfactory (S/U) Grade

Some courses are offered only on the basis of satisfactory/unsatisfactory grading; this grading option is stated in course descriptions. Students in the College of Continuing and Professional Studies, the Tift College of Education, and the Stetson School of Business and Economics may elect the S/U option in certain courses. For policies on this option, see the catalog section about each of these schools/colleges.

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

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

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

ABX and Incomplete

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

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

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

In Progress (IP)

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

Repeating Courses

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

Enrollment documents for such courses will carry the notation of "repeat" next to the course, and this notation will appear also on the class roll and the student's permanent record. Credit hours will be granted only once for any given course. The grade recorded in the final attempt at taking the course will prevail. The final grade earned 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 retaken on an audit basis if a student chooses to do so. A withdrawal grade or an audit 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 by Mercer as "repeat" credit.

Grade Appeals

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

Grade Reports

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

Academic Advising

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

Registration

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

Academic Loads

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

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

grade point average is C (2.0) or higher may have the privilege to take a course overload during one term of the senior year to make up a deficiency in hours.

College of Continuing and Professional Studies students should reference their section of this catalog for course load requirements.

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

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

Schedule Changes

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

Course Withdrawal

Students may withdraw from a course with a grade of W after the drop/add period and on or before the last day for withdrawals, as shown in the current calendar. A student who withdraws after the deadline will receive an F, except in extreme personal circumstances and with appropriate documentation. To be officially withdrawn from a course, students must request withdrawal by telephoning the Office of the Registrar or by completing a Course Withdrawal Form and submitting it to the Office of the Registrar.

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

Term Withdrawal/Resignation

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

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

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

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

Final Examinations

Examinations are administered at scheduled times at the end of each semester. Students must report to examinations at the time scheduled. Any changes in the examination schedule may be authorized only by the appropriate associate dean. Permission for a make-up examination due to illness or another emergency may be permitted at the discretion of the instructor.

Advance Placement and Credit-by-Examination

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

Credit is also awarded for examinations administered by the College Level Examination Program (CLEP). Credit is awarded for scores at the 50th percentile or higher on the general and/or subject exams.

CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

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

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

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

To be eligible to sit for a departmental exam, a student must be actively enrolled at Mercer in the semester in which the exam is to be taken. Appropriate fees must be paid prior to the exam and are non-refundable. Application forms for these exams are available in the Office of the Registrar.

A student may receive no more than 32 hours of credit from all extra-course examinations, including Advanced Placement, CLEP, DANTES, ACT-PEP, the International Baccalaureate Program, and credit-by-examination.

Class Auditing Regulations

Students who audit courses are assumed to be seriously interested in the courses for which they enroll. An official entry of "audit" on a student's permanent academic record shall be made only if 75 percent of the classes are attended.

Students may audit, with appropriate approval, any courses for which they are eligible. A student who is auditing a course may not decide instead to take the course for credit after the last day for course schedule changes (drop/add). Courses that a student audits may not later be taken by that student for credit, nor may the student receive credit-by-examination for those courses. Auditors submit no daily work, take no examinations, and receive no credit for courses audited. They may participate in the class discussion only with the permission of the instructor.

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

Class Attendance

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

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

Transient Status for Mercer Undergraduate Students

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

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

Courses that are equivalent to courses offered at Mercer will transfer as long as the host institution has acceptable accreditation and the student earns grades of C or better. Course outlines (syllabi) and catalog information may be required before approval for transient status is granted. Courses taken as a transient student will in no way affect the Mercer cumulative grade point average; however, all transfer credit attempted will be considered when determining University honors at graduation.

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

Academic Warning, Probation, and Suspension

The minimum standard for satisfactory academic achievement is a grade point average of 2.0 for undergraduate students. Anything below this minimum puts the student's academic career in jeopardy. Within these guidelines a school may have additional procedures due to special programs. Notations of warning, probation, and suspension will be added to the transcript.

1. Warning

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

2. Probation

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

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

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

3. Suspension

Students academically suspended from the university are neither permitted to enroll in any courses nor to participate in any university related activities. Students who fail to fulfill the conditions of their probationary status may be suspended. Students who fail to meet the required minimum cumulative grade point average on three consecutive occasions (including the summer term) will be subject to suspension for one term. Also, any full-time student who fails to pass a minimum of three hours in any term will be subject to academic suspension. Additionally, students who have demonstrated an inability to complete the special academic requirements of their chosen program of study may be suspended. Students may be re-admitted to the university with permission from an academic dean.

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

Recognition of Scholarship

President's List and Dean's List

Mercer undergraduate students are recognized for superior academic performance by inclusion on the President's List and Deans' Lists. Course load, grade point average,

and other specific conditions determine inclusion. Criteria for these lists are shown in the following table.

	Minimum Normal Letter Graded* Hours	Required Semester GPA
President's List	12	4.00
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

Graduation with Honors

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

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

Departmental Honors

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

Undergraduate Degree Requirements

No undergraduate student who has not completed the equivalent of two semesters (at least 32 hours of credit) in residence at Mercer will be awarded a Mercer degree. Ordinarily, the last year of academic work (32 semester hours) must be done in residence.

At least 12 hours of upper division work in a major, concentration, or specialization and 6 hours of upper division work in a minor, if elected, must be done in residence.

A bachelor's degree requires a minimum of 120 semester hours of academic courses numbered 100 and above. Many programs of study will require more. Refer to the specific major requirements for the credit hours needed to complete a particular program. Courses numbered below 100 do not count toward the fulfillment of the hours required for graduation. Hours earned in any school or college of the University may be used to satisfy the requirements of any undergraduate degree. Students must, however, fulfill all degree requirements of their particular degrees of choice.

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

A student who wishes to complete a second major in a different school/college from that of his/her first major must fulfill the specific course requirements for the second major plus additional requirements that may be arranged on an individual basis. The student should consult an academic advisor in the second major. The advisor and/or the department chair will determine what course work other than that usually prescribed for the major, if any, will be required.

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

Second Degree

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

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

Students not in the Stetson School of Business and Economics but seeking a degree in the Managed Academic Path to Success (MAPS) Program in Business may earn that degree only by completing all of the requirements for the second degree, a BBA degree, including the general education requirements.

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

Application for Graduation

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

Participation in Commencement Ceremonies

Only those students who are in a position to complete all requirements for graduation by the end of the spring semester may participate in the commencement ceremony for that academic year. Students to whom degrees have already been awarded during the current academic year (ie., at the end of the previous summer or fall semester) may also participate in that year's commencement ceremony.

In extraordinary situations, a student, who requires no more than 12 credit hours for graduation and plans to complete the degree requirements during the summer session immediately following commencement, may petition the Associate Provost of Undergraduate Studies for special permission to participate in commencement.

Graduate students may participate according to the policies of their individual school or college. (See "Graduate Studies" section.)

Students may participate in only one ceremony for each degree sought. **Participation in the graduation ceremony does not necessarily represent conferral of the degree.**

Awarding of Degrees

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

Student Records (Transcripts)

A student may obtain a copy of his/her academic record (transcript) by sending a written request to the Office of the Registrar, 1400 Coleman Avenue, Macon, Georgia 31207. Telephone or e-mail requests will not be honored. Transcripts produced by the Office of the Registrar include the complete record of a student's academic history at Mercer University. The transcript includes both undergraduate and graduate records.

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

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

Student Rights Pertaining To Educational Records

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

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

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

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

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

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

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

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

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

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, this 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 contributions to the business field and continued individual professional development. Service includes contributions to the school, the university, the business community, and society.

Accreditation

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

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 that 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.

Code of Conduct

Honesty and integrity are necessary to the academic and professional functions of business. Acts of dishonesty undermine the basic foundation of the academic environment. Students have a responsibility to: strive toward, and encourage the pursuit of, academic excellence and professional knowledge; conduct themselves in a dignified and ethical manner; abide by the procedures, rules, and regulations of Mercer University; and respect the guidelines prescribed by each professor in the preparation of academic assignments. Cases of alleged infractions of these procedures and/or prescriptions shall be governed by the policy for appeals and exceptions set forth below.

Exceptions and Appeals

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

Second Degree

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

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

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

Undergraduate Degrees

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

Graduate Degrees

Information on the Master of Business Administration program is published in the graduate section of this catalog. Information about the Executive Master of Business Administration and the Master of Accounting can be found in the Atlanta catalog. The Professional Master of Business Administration can be found in the Graduate Section of this catalog.

Study Abroad Program

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

International Student Services

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

UNDERGRADUATE PROGRAMS POLICIES AND PROCEDURES

Admission

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

Freshmen

See Admissions Information. 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 a 2.5 or better for all college-level credit attempted.
2. Good standing at the last regionally accredited college or university attended.

Students who do not meet the cumulative grade point average of 2.5, as stated above, but do have at least a 2.25 cumulative grade point average, may be eligible for qualified admission status.

Undergraduate Transfer and Equivalency Credit Policies

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

1. Semester credits transfer into the University on a one-for-one basis. Each quarter hour credit is awarded 2/3 of a semester hour of credit. Credits taken in any school or college of the University are recognized in all other schools and colleges of the University.
2. To fulfill any science general education requirement, transferred courses must include a laboratory component. Preparatory laboratory classes, such as SCIE 100 or its equivalent, do not meet the lab science requirement.
3. Upper-division credit will be granted for business courses taken at another regionally accredited four-year institution, except for MGT 498, which must be taken in residence. Upper division credit for the business core courses (ECN 301, ECN 302, ECN 303, FIN 362, MGT 363, and MKT 361) taken at a two-year institution can be obtained by:
 - a. taking the CLEP test (if available) and earning a score of 50 or above, or,
 - b. taking an upper-division course (300- or 400-level) in the same discipline and passing with a grade of C or better. This would validate the lower-division

course work, thereby satisfying the core requirement. Validation of the course does not reduce the number of upper division hours needed to graduate.

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

Advance Placement, CLEP, and International Baccalaureate Credit

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

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

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

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

Satisfactory-Unsatisfactory Grading Option

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

1. Required mathematics, communication, or computer science courses may not be taken on a S-U basis.
2. No course in accounting, business, economics, finance, management, or marketing may be taken on an S-U basis, unless the course is graded on a nonoptional S-U basis. Courses taken that are graded on a nonoptional satisfactory-unsatisfactory basis will not count toward the allowable two per year.

Curriculum Comments

Students should consult their advisors to determine the number of free electives. Often, the availability of sufficient elective courses will allow a student to minor or take courses in some other area of study.

Students should review the prerequisites for courses, included with the course descriptions, to ensure that these prerequisites have been satisfied before attempting to register for courses.

Hours of credit toward graduation are not awarded for exempted courses. Hours of credit are awarded only for courses successfully completed, courses transferred in, and examinations successfully completed through the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), or the University's credit-by-examination process.

For special topics and directed research in business, credit hours are determined by the nature of the topic, with a maximum of 3 hours for a given subtitle. Various subtitles may be taken for a maximum of 6 hours of credit in a student's PPS or GBS. A maximum of 6 hours of additional special topics credit may be taken outside the PPS or GBS but within the school.

Recognition of Scholarship

President's List and Dean's List

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

Beta Gamma Sigma

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

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

School Honors at Graduation

Honors may be earned independently from overall undergraduate honors (cum laude, magna cum laude, summa cum laude). The school's honors recognize those students who have performed at an exceptionally high level on course work within the school. The requirements are as follows: a grade point average of 3.75 or higher must be earned on core curriculum courses and in the personal portfolio of study (PPS) or in the general business studies (GBS) program. (Transfer students must attain a 3.75 or higher grade point average on all courses taken at Mercer in the core curriculum and the PPS or GBS, and a combined grade point average of 3.75 or higher on all courses in the core curriculum and PPS or GBS at Mercer and at other institutions from which credit is received.)

Academic Warning, Probation, and Suspension

The policies on academic warning, probation, and suspension are specified in the University's undergraduate academic policies. Students who are subject to suspension because they have not met minimum academic requirements by the end of the regular academic year will be allowed to attend the summer term in an attempt to meet the minimum.

Academic Internships

Academic internships are available or can be arranged for students in the Stetson School of Business and Economics. A student must be at least a sophomore with a 2.5 GPA and 9 or more credit hours in business courses. Arrangements between the University and the entity providing the work experience are coordinated by the Office of Student Development Services, in the Division of Student Affairs. Each internship must be approved by the associate dean or the program director. An internship carries one (1) hour of academic credit, and can be repeated once for an academic career maximum of two (2) credit hours. All such internships will be graded on a mandatory S/U basis.

Internships may be counted only as elective hours and may not be substituted for or added to any academic courses required for or counted toward any PPS or GBS. Students should register for BUS 318, Internship in Business.

Undergraduate Degree Requirements

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

1. A minimum of 120 semester hours of academic courses with a cumulative grade point average of at least 2.0;
2. A minimum cumulative grade point average of 2.25 in all business courses taken either at Mercer or transferred from other institutions;
3. A minimum cumulative grade point average of 2.25 in the 18 total hours taken in a personal portfolio of study;
4. Completion of the general education requirements;
5. Completion of the mathematics, communication, statistics, and computer science courses required for the degree earned;
6. Completion of the courses required in the business core;
7. Completion of the courses and any other requirements for a personal portfolio of study or a general business studies program;
8. Completion of a minimum of 60 semester hours of academic credit in courses other than those that are offered by the Stetson School of Business and Economics, or that transfer to Mercer as business courses, or that count toward the business core curriculum, or that are business courses that count toward a personal portfolio of study or a general business studies program on 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 and 30 semester hours from the Stetson School of Business and Economics. Students may count all economics courses taken in the Stetson School of Business and Economics toward meeting this requirement. Courses taken at another school or college of Mercer University, which meet the requirement of a business core curriculum course or business courses that count toward a PPS or MAP GBS, will count toward meeting the SSBE minimum 30 semester-hours requirement. MGT 498 must be taken in residence;

10. Earn a minimum of 12 semester hours of a personal portfolio of study or the general business studies program in residence;
11. Take the senior assessment examination;
12. The recommendation of the faculty.

CURRICULUM

Students seeking the Bachelor of Business Administration degree with a personal portfolio of study (PPS) in the regional academic centers must successfully complete the general education requirements, three mathematics courses, one communication course, one computer science course, the business core curriculum courses, and a six-course PPS. The Stetson School of Business and Economics normally works with the College of Continuing and Professional Studies to provide general education courses each term, at sites being served by the school, in order to satisfy the general education requirements for students seeking the four-year bachelor's degree. The specific courses that will be offered at each site will be based on the level of interest and students' program needs, as expressed by current enrollment statistics, as well as anticipated future interest in the program.

General Education

(36 hours)

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

Students seeking the BBA degree must successfully complete the general education program described below:

1. **English Composition I** (3 hours)
LBST 175. Academic Writing I
2. **English Composition II** (3 hours)
LBST 180. Academic Writing II
3. **Public Speaking** (3 hours)
COMM 171. Introduction to Public Speaking
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. Topics in World History
HIST 201. The United States from Colonization to 1877
HIST 202. The United States from 1877 to the Present
HIST 210. Topics in American History

- HIST 220. Topics in European History
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 and Living Systems
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. Introduction to 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 Theatre
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 courses from blocks 3 - 9 above

Comment on Transfer Courses for General Education:

Courses transferred in to Mercer that 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. Several are prerequisites for one or more courses in the school.

MATH 130.	Topics in Precalculus (or competency exam exemption)
MATH 220.	Applied Statistical Methods (or MAT 226)
INSY 102.	Application Software Suites
COMM 270.	Communication for Business and the Professions

Business Core Curriculum (36 hours)

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

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

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

Upper Division Elective Courses

The Bachelor of Business Administration degree program enables students to develop the administrative, analytical, decision-making, communication, and computer skills necessary to succeed in today's managerially driven world. Courses must be selected from 300-400 level courses from the regional academic centers' course offerings, from one or more business disciplines (ACC, BUS, ECN, FIN, MGT, or MKT). Courses that fulfill a general education or a business core curriculum requirement may not double-count in the upper-division elective business course component of the BBA degree.

Personal Portfolio of Study (Douglas Only) (18 hours)

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

Free Electives: (18 hours)

Total Graduation Requirements: (120 hours)

Minors For Students Pursuing the B.B.A. Degree

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

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

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

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

COURSES OF INSTRUCTION

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

ACCOUNTING (ACC)

ACC 204. Introductory Financial Accounting (3 hours)

Prerequisite: INSY 102 or CSC 125 recommended.

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

ACC 205. Introductory Managerial Accounting (3 hours)

Prerequisite: ACC 204.

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

ACC 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.

BUSINESS (BUS)

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

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

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

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

Prerequisite: sophomore standing.

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

BUS 349. Management Information Systems (3 hours)

Prerequisite: INSY 102.

A study of management information systems (MIS) and the impact that MIS has on management decision making. The emphasis of this course is on data collection techniques,

information flow within the organization, techniques of analysis and design, and implementation of a system.

BUS 350. Business Quantitative Analysis (3 hours)

Prerequisites: MATH 220 and MATH 130.

Emphasis will be placed on the practical application of quantitative analysis used in business. Specific topics to be covered include: probability, forecasting, linear regression, linear programming, critical path method, program evaluation and review techniques, decision theory, and related techniques.

BUS 364. International Business (3 hours)

Prerequisite: MGT 363.

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

BUS 477. Special Topics in Business (Subtitle) (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 offerings. Topics will be chosen in consultation with students who register for the course.

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

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

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

ECONOMICS (ECN)

ECN 150. Principles of Microeconomics (3 hours)

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

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

ECN 151. Principles of Macroeconomics (3 hours)

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

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

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

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

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

FINANCE (FIN)

FIN 362. Principles of Finance

(3 hours)

Prerequisites: ECN 150, ACC 204, MATH 130.

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

FIN 404. Investments

(3 hours)

Prerequisites: FIN 362, MATH 220 or 226.

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

FIN 463. Intermediate Finance

(3 hours)

Prerequisites: FIN 362; MATH 220 or 226.

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

MANAGEMENT (MGT)

MGT 363. Principles of Management

(3 hours)

Prerequisite: sophomore standing.

Coordination of organizational activities through planning, organizing, staffing, executing, and controlling functions. Behavior theory, delegation, communication, decision-making. Lecture, discussion, and cases.

MGT 382. Production/Operations Management

(3 hours)

Prerequisites: MGT 363; MATH 130; and MATH 220 or 226.

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

MGT 423. Organizational Behavior

(3 hours)

Prerequisite: MGT 363.

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

MGT 424. Organization Theory

(3 hours)

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 pro-

files of entrepreneurs, means of going into business, venture opportunities, and the financial aspects of becoming an entrepreneur. Extensive case studies and projects are required. Each student also develops a business plan.

MGT 428. Leadership (3 hours)

Prerequisite: MGT 363

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

MGT 429. Human Resource Management (3 hours)

Prerequisite: MGT 363. MGT 423 recommended.

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

MGT 433. Labor-Management Relations (3 hours)

Prerequisite: MGT 363.

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

MGT 450. Total Quality Management (3 hours)

Prerequisite: MGT 363.

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

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

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

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

MARKETING (MKT)

MKT 361. Principles of Marketing (3 hours)

Prerequisite: sophomore standing.

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

MKT 415. Marketing Research (3 hours)

Prerequisites: MKT 361; MATH 220 or 226.

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

MKT 420. Professional Selling (3 hours)

Prerequisite: MKT 361.

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

MKT 435. Marketing Promotion and Communication (3 hours)

Prerequisite: MKT 361.

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

MKT 442. Consumer Behavior (3 hours)

Prerequisite: MKT 361.

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

The Tift College of Education

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*

Mission

The mission of the Tift College of Education is to prepare students to blend theory with practice, to think critically, and to interact effectively in a technologically complex, global society. To accomplish this mission, the Tift College of Education offers undergraduate and graduate degree programs and educational services designed to meet the needs of diverse students and of the professional education community.

Goals

The Tift College of Education will:

1. Reflect an understanding of education as a broad and lifelong process undergirded by the tradition of liberal learning.
2. Provide and promote academic programs that will respond effectively to geographic, professional, and cultural communities.
3. Cultivate a community of learning characterized by tolerance, compassion, mutual respect, and personal, social, and environmental responsibility.
4. Provide an academic environment that enhances the ability and faculty to synthesize theory and practice.
5. Develop a knowledge base and skills that enable students to interact effectively in a diverse, technologically complex society.

6. Create an environment for the development of critical thinking skills.
7. Create an environment that encourages consideration of viewpoints other than one's own, including viewpoints associated with other cultures and traditions.
8. Fosters commitment to live as an engaged and informed citizen.
9. Fosters reflection on one's life and learning experience.
10. Encourages a respect for intellectual and religious freedom.

Tift College of Education Programs

Bachelor of Science in Education
Master of Arts in Teaching (offered in Atlanta only)
Master of Education (see Graduate Programs)
Specialist in Education (see Graduate Programs)
Doctor of Philosophy (offered in Atlanta and Macon only)

All programs are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

Undergraduate Programs

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

Early Care and Education (Birth-through-Five certification) – Douglas and Atlanta Centers only
Early Childhood/Special Education General Curriculum (P-5 certification) – all Centers
Middle Level Education (4-8 certification) – Henry, Douglas, and Macon Centers only

Non-Degree Seeking Students

Initial Teacher Certification-Only at the Undergraduate Level

Non-degree initial certification-only students are those students who have previously been awarded a bachelor's degree from an accredited college or university in a major other than teacher education and plan to complete a teacher education undergraduate program of study at Mercer University in order that they might be eligible to apply for a renewable Georgia teaching certificate at the T-4 level. Initial certification-only programs are similar to the degree programs; however, students in the initial certification-only programs are classified as "non-degree seeking."

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

In order to be admitted to the Tift College of Education, initial certification-only students must hold a bachelor's degree from a regionally accredited university with a minimum cumulative GPA of 2.5 on a 4.0 scale. Courses necessary for meeting state certifi-

cation requirements will be determined after a review of transcripts of all undergraduate work by the appropriate program coordinator/advisor. After initial certification-only students are admitted to the Tift College of Education through the Regional Academic Centers Admissions Office, they should begin the process of seeking admission to the *Teacher Education Program*. The admission process is explained in detail in the *Teacher Education Handbook*, which is available at Mercer's web site, www.mercer.edu.

Satisfactory-Unsatisfactory Grading Option

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

1. From the list of general education requirements that are applicable to a student's undergraduate major, area of concentration, or minor, a student may take not more than 6 credit hours on an S/U basis.
2. When registering for courses, the student must designate the satisfactory-unsatisfactory grading option. The option cannot be changed once the session begins.
3. Courses originally taken on a letter grade basis may not be repeated on a satisfactory-unsatisfactory basis.

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

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

Class Attendance

Tift College of Education students are expected to attend all scheduled classes. Because absence from class may have an adverse effect upon the student's grade, each instructor is expected to outline the attendance requirements at the beginning of the course and to include these requirements in the syllabus given to the student. If stated in the syllabus, faculty members have the discretionary authority to assign the student an F because of excessive absences.

Declaration of a Major

Students should file a Declaration of Major Form with the registrar prior to completing 64 semester hours. Forms for declaring a major may be obtained from the regional academic centers.

Because of the sequencing of required courses in teacher education, a student should declare his or her major as early as possible. However, declaring a major in education does not guarantee admission to the Teacher Education Program.

General Education Requirements

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.

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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.

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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

In keeping with its mission, the Tift College of Education requires a set of general education courses that emphasize technology, cultural diversity, and global society. The requirements are designed to meet the needs of undergraduate students seeking degrees in education offered by the Tift College of Education.

Category	Courses
Communication (3 courses)	LBST 175, 180 COMM 171 or COMM 210
Humanities and Social Sciences (6 courses)	1 course from history 1 course from any literature (EDUC 378 required for ECSP) 1 course from any religious studies 1 course from the following: COMM 104, 205, ARTH 101, 201, 202, MUSC 150, LBST 250, 255 1 course from the following: PSYC 111, SOCI 111 1 course from and philosophy LBST 275
Cross Cultural and Global Studies (1 course)	1 course from the following: LBST 302, 303 Any approved LBST special topics course Any approved study abroad course
Mathematics & Science (3 courses)	1 course from MATH 129 or above SCIE 100 An additional lab science BIOI 101, 105 ENVS 210, 215 PHYS 106, 220, 225 SCIE 215, 220
Total Hours	Minimum of 39

NOTE: In an effort to determine students' skill levels in reading, writing, and mathematics, the University requires new students to take an advising test. Some exceptions apply. Information about the test can be obtained from the offices of the regional academic centers.

FOUNDATIONS FOR LIBERAL STUDIES

The foundations for liberal studies courses are specifically designed to provide instruction in the strategies and techniques necessary for orientation, adjustment, participation, and success in an academic program by students making their initial entry into a college program, and for students who may have had some prior college work but who have not actively participated in a college program in the last two years.

Five courses comprise the foundations for liberal studies (course descriptions are included in the catalog under the College of Continuing and Professional Studies):

FDLS 110.	The Culture of the University
FDLS 115.	Mathematics, Problem-Posing, and Culture
FDLS 130.	Language and Communication*
FDLS 150.	Principles of Self-Renewal
FDLS 170.	Fundamentals of Research Methods

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

Students enrolled in FDLS 115 must earn a grade of C or higher in order to register for MATH 120.

The Office of Admissions may require some entering students to enroll in and successfully complete one or more of the foundation courses as part of their admissions process.

TEACHER EDUCATION

The Conceptual Framework

Within the context of a distinctive Baptist heritage, the inclusion of the paideia ideal, and the know-how of blending theory and practice, the Tift College of Education has chosen for its conceptual framework the theme: "The Transforming Educator - To Know, To Do, To Be."

TO KNOW

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

- Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
- Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.
- Shows understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs and learning styles of diverse and special needs learners.

TO DO

To Do the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

- Plans, implements and assesses well-integrated, developmentally appropriate, and culturally responsive lessons which are well grounded in pedagogical and psychological theory.
- Individualizes, differentiates, and adapts instruction to meet the needs of diverse and special needs learners.
- Uses a wide variety of teaching methods, strategies, technology, and materials.

TO BE

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

- Believes in his or her own efficacy as an educator and uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.
- Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
- Models positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community.

Purposes

The teacher education program is designed to prepare effective teachers by providing preservice students with:

1. A broad background in the liberal arts, including study in communication, literature, the social sciences, the arts, mathematics, and the natural sciences.
2. A knowledge base of subject area content appropriate to the particular certification area(s) and grade spans.
3. A knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics.
4. A knowledge base of student and subject appropriate methodologies, techniques, strategies, and technology appropriate for facilitating learning and enabling all students, including the exceptional, disabled, and culturally diverse, to become engaged and active learners.
5. The opportunities to demonstrate competency and effectiveness as a teacher through a sequentially planned series of field experiences that allow the student to begin with observation, move through tutorial, small-group, and whole-group teaching experiences, and culminating with a student teaching experience.

Because of the recognition of the importance of addressing technological advancements within society, emphasis on the relevance of technological developments is infused throughout courses in the undergraduate program. Additionally, all course work within the teacher education program reflects the faculty's recognition of diverse and special needs students. The inclusive education of disabled students stresses the importance of the concept that regular educators must plan appropriately for disabled, special needs, and other diverse populations.

CRITERIA AND PROCEDURES FOR ADMISSION TO TEACHER EDUCATION

All students must formally apply for admission to the Teacher Education Program. Because of the sequencing of courses and because of prerequisite courses for admission, a student should declare his or her specific major or certification intent in the Tift College of Education and should obtain a copy of the *Teacher Education Handbook* in the

first semester of enrollment. The *Teacher Education Handbook* is found on-line at www.mercer.edu/education and is discussed at Orientation or in designated classes.

Once a student is admitted to the Teacher Education Program, that student must continue to make satisfactory progress. The Tift College of Education reserves the right to review periodically the progress of each student and also reserves the right to remove any student from a teacher education program for failing to continue to meet the established criteria and policies in effect at the time of admission, and/or for demonstrating conduct that has been judged unethical or illegal based on the Code of Ethics, on the Mercer University Honor Code, or on the Standards of Conduct published by the Georgia Professional Standards Commission (PSC). If a student is denied admission to Teacher Education, that student must meet any revised admission requirements in effect at the time of re-application.

Admission to Teacher Candidacy

To be fully admitted to teacher candidacy, a student must:

1. Have a cumulative undergraduate GPA of 2.5
2. Have taken and have earned no grade below a "C" in LBST 175 and LBST 180.
3. Have taken and have earned no grade below a "C" in the math core class.
4. Have passed all unrestricted education courses taken and have earned no grade below a "C" in any courses required for the major, including courses required for areas of concentration in middle level education.
5. Have passed all GACE Basic Skills tests with a score on each test that reflects the minimum score set by the Georgia Professional Standards Commission. Students may be exempt from this requirement if they provide official documentation of qualifying scores on any of these tests: SAT, ACT, GRE, CBEST, CLAST, FTCE-GK.
6. Have declared a major in teacher education.
7. Have submitted an application for admission to Teacher Candidacy in the semester prior to registering for any restricted 300 and 400 level education courses.
8. Have passed the online Information Session test.

Progression Policy

Once a student is admitted to Teacher Candidacy, he/she must:

1. Maintain a cumulative GPA of 2.5 or better.
2. Maintain a 2.75 or better in all education courses required for the major. Students in the Middle Level Education program must maintain a 2.75 GPA or better in all education courses required for the major as well as a 2.75 GPA or better in each area of concentration.
3. Successfully complete all education courses. A teacher candidate who receives a grade below "C" in more than two (2) education courses will be dismissed from the Teacher Education Program. Only two (2) education courses with grades below "C" may be repeated, and no education course may be repeated more than one time.

4. Have positive recommendations from each field experience in order to advance in the sequence of field experiences. Please note that field experience placements must meet all diversity criteria, i.e., placement in a minimum of three (3) different schools and placement in required grade clusters.
5. Have successfully completed all education courses and all content courses required for certification prior to recommendation for student teaching. Further, in order to be recommended for student teaching, a student may have no more than nine (9) hours of general education coursework to be completed in the term following student teaching.

Candidate for Certification

In order to be recommended for licensure/certification, a teacher candidate must:

1. Have successfully met all Progression Policy criteria.
2. Have a positive recommendation from student teaching.
3. Have successfully completed all program/degree requirements.
4. Have successfully completed Portfolio requirements.
5. Have successfully passed the appropriate GACE Content test(s) and have submitted complete score reports to the appropriate Certification Office.
6. Have met all state requirements for certification.

Transfer Student Admission Policy

Undergraduate transfer students who wish to enter the teacher education program must meet all criteria for full admission before registering for restricted education courses.

Field Experience for Early Care and Education (ECAE)

Field experience is an integral part of the Teacher Preparation Program. Each candidate is expected to complete field experiences in diverse settings related to both child development and pedagogy and program administration. Setting will include experiences with children with special needs and with diverse backgrounds. Field experiences for ECAE are coordinated through the ECAE Office, and additional fees will be assessed for each field experience course. Candidates should do the following to be considered eligible for any field experience course:

- Meet with Advisor prior to applying for field experience courses
- Watch the on-line video about field experiences and pass the test. (first experience only)

<http://education.mercer.edu/current/field-experiences/online-information-session.cfm>

- Apply to the ECAE Office during the semester prior to each field experience.
- Comply with the Criminal Background Check process
- Obtain Tort Liability Coverage.

All school systems with which Mercer University maintains a partnership for field experiences requires a clear criminal history and liability insurance before the student may be placed in a school. Securing criminal history clearance and insurance coverage and maintaining both are the candidate's responsibility.

Criminal Background Check

Mercer University has chosen CertifiedBackground.com as our approved source for background checks. Each Mercer student will order and purchase his/her own background check directly online. The cost will be \$45.00 payable by Visa, MasterCard or money order. When you complete your order, you will be prompted to electronically sign a Georgia statewide release form with Certified Profile. Make SURE you do this to complete your order. The results of the background check will be posted to the CertifiedBackground.com website in a secure, tamperproof environment. Once the order is submitted, the student will receive a secure password via email to use to view and print the results of the check. The results will be available in approximately 48-72 hours.

HOW TO ORDER

You will need your Student ID number, social security number, Visa or MasterCard. Go to www.CertifiedBackground.com and click on Students.

1. In the Package Code Box, enter MG24
2. Select a method of payment: Visa, MasterCard, Money Order.
3. Answer all questions and click on Submit.

Liability Insurance

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

This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur at a school. No amount of vigilance or professionalism can prevent some accidents. Also, a suit that incurs expenses can be brought against a person even if it is groundless. For these reasons, education students are required to obtain Tort Liability Insurance. Tort Liability insurance is required for field experiences in any class. Be advised that you will need to provide proof of coverage/membership each semester. Proof of coverage is documented when applying for field experiences. For a small fee, you must obtain coverage by joining one of the following student organizations: Georgia Association of Educators (GAE) www.gae1.org or Student Professional Association of Georgia Educators (SPAGE). www.pagefoundation.org.

EARLY CARE AND EDUCATION WITH PRESCHOOL SPECIAL EDUCATION ENDORSEMENT PROGRAM*

The Bachelor of Science in Education degree, with a major in Early Care and Education, is designed for individuals who wish to be certified to teach children from birth through five years of age. The Early Care and Education program will assist the student in acquiring a broad educational foundation that will prepare him or her for a profession in early care and education. In addition to the broad educational foundation, the student will complete studies in Child Development and Child Care Administration. The Child Development studies will focus on knowledge of how typical and atypical infants, toddlers, and young children grow, develop, and learn. The Child Care Administration studies will serve to provide education in the theory and practice of leadership/ management and human resource issues in child care centers and other early care and education settings.

* Offered in Douglas County and Atlanta Only.

Goals of Mercer University's Early Care and Education Program:

- 1. To prepare early care and education professionals for positions in Georgia.**
Graduates of the Early Care and Education program will be qualified for administrative, certified teaching, or social service positions with child care centers, Head Start programs, pre-kindergarten and kindergarten programs, social services agencies, and other facilities designed for the care and development of young children.
- 2. To help meet the growing demand for highly trained early care and education professionals in Georgia.**
Leaders in the early care and education profession in Georgia consistently indicate the need for a larger body of educated professionals to fill teaching and administrative positions.
- 3. To provide an alternative for early care and education employees seeking an undergraduate degree.**
Mercer University's Early Care and Education degree program will provide opportunities for those employed in early care and education settings to achieve personal and professional growth as they pursue Bachelor of Science in Education degrees.
- 4. To develop partnerships with early care and education settings, professional organizations, and community agencies.**
Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve the educational development of the community and state.

Early Care and Education Program Outcomes

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

1. using understanding of typically and atypically developing young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, supportive, and challenging for all young children. **To Know, To Do**
2. knowing about, understanding, and valuing the importance and complex characteristics of children's culturally diverse families and communities; and using this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning. **To Know, To Do**
3. knowing about and understanding the goals, benefits, and uses of assessment; and knowing about and using systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to influence children's development and learning positively. **To Know, To Do**
4. knowing, understanding, and using positive relationships and supportive interactions as the foundation for work with young children. **To Know, To Do**

5. knowing, understanding, and using a wide array of developmentally effective approaches, strategies, and tools to influence children's development and learning in positive ways. **To Know, To Do**
6. understanding the importance of each content area in young children's learning; knowing the essential concepts, inquiry tools, and structure of content areas, including academic subjects; and identifying resources to deepen understanding. **To Know, To Do**
7. using knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for all young children. **To Know, To Do**
8. using knowledge and resources to design and administer quality programs that encourage and support collaboration between families, child care professionals, and community agencies concerned with the positive growth and development of all young children. **To Know, To Do**
9. identifying and conducting themselves as members of the early childhood profession; knowing and using ethical guidelines and other professional standards related to early childhood practice; becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives of their work, making informed decisions that integrate knowledge from a variety of sources; and serving as informed advocates for sound educational practices and policies. **To Be**

Goals of Mercer University's Special Ed Preschool (3-5) Endorsement Program:

1. To prepare early care and education professionals for special education preschool positions in Georgia. Completers of the endorsement program will be qualified for administrative, certified teaching, or social service positions with child care centers, Head Start programs, pre-kindergarten programs, social services agencies, and other facilities designed for the care and development of young children with special needs.
2. To help meet the growing demand for highly trained preschool special education professionals in Georgia. Leaders in the early care and education profession in Georgia consistently indicate the need for a larger body of educated professionals with the skills to work with students with special needs. Early Intervention is essential for students with special needs to teach their full potential.
3. To develop partnerships with early care and education settings, professional organizations, and community agencies that provide services for students with special needs and their families. Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve the educational development of students with special needs.

Special Ed Preschool (3-5) Endorsement Program Outcomes

Candidates who complete the endorsement in Special Ed Preschool (3-5), are professionals in early care and education who will promote the success of young learners with special needs (3-5 five years of age) by:

1. using understanding of typically and atypically developing young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, supportive, and challenging for all young children. To Know, To Do
2. knowing about, understanding, and valuing the importance and complex characteristics of children’s culturally diverse families and communities; and using this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning. To Know, To Do
3. knowing about and understanding the goals, benefits, and uses of assessment; and knowing about and using systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to influence children’s development and learning positively. To Know, To Do
4. knowing, understanding, and using positive relationships and supportive interactions as the foundation for work with young children. To Know, To Do
5. knowing, understanding, and using a wide array of developmentally effective approaches, strategies, and tools to influence children’s development and learning in positive ways. To Know, To Do
6. understanding the importance of each content area in young children’s learning; knowing the essential concepts, inquiry tools, and structure of content areas, including academic subjects; and identifying resources to deepen understanding. To Know, To Do
7. using knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for all young children. To Know, To Do
8. using knowledge and resources to design and administer quality programs that encourage and support collaboration between families, child care professionals, and community agencies concerned with the positive growth and development of all young children. To Know, To Do
9. identifying and conducting themselves as members of the early childhood profession; knowing and using ethical guidelines and other professional standards related to early childhood practice; becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives of their work, making informed decisions that integrate knowledge from a variety of sources; and serving as informed advocates for sound educational practices and policies. To Be

**EARLY CARE AND EDUCATION WITH PRESCHOOL
SPECIAL EDUCATION ENDORSEMENT***

**B.S.Ed. Degree
128 Semester Hours**

Requirements

General Education Requirements: .....	.36-39 hours
Professional and Pedagogical Studies: .....	.57 hours
EDUC 205	Preparing the Early Childhood Environment
EDUC 210	Instructional Technologies to Improve Teaching and Learning

EDUC 211	Construction of Scientific and Mathematical Thinking	
EDUC 220	Foundations of Education	
EDUC 226	Health, Nutrition and Safety	
EDUC 378	Children's Literature Across the Curriculum	
EDUC 283	Fundamentals of Special Education	
EDEC 230	Learning Through Play and Exploration	
EDEC 240	Inquiry-based Curriculum for Infants and Toddlers	
EDEC 300	Integrated Curriculum: Preschool through Kindergarten	
EDEC 310	Emergent Literacy in Young Children	
EDEC 370	Observation and Assessment of Young Children	
EDEC 400	Classroom Strategies and Interventions for Young Children	
EDEC 410	Kindergarten Language Arts and Reading	
EDEC 420	Kindergarten, Numeracy, Spatial Sense, and Measurement	
EDEC 486	Observation and Assessment Practicum	
SOCI 200	Social Problems	
EDEC 492	Student Teaching in Early Care and Education	
Child Development Studies:		.15 hours
EDUC 257	Psychology and Development of the Learner	
EDUC 330	Exploration of Learning through the Creative Arts	
EDEC 210	Characteristics of Typical & Atypical Early Childhood Dev.	
EDUC 403	Home, School, & Community	
EDEC 483	Child Development Practicum	
Child Care Administration Studies:		.9 hours
EDEC 350	Program Administration in Diverse Settings	
COMM 350	Organizational Communication	
EDEC 484	Child Care Administration Practicum	
Professional Development Seminars:		.3 hours
EDEC 364	Professional Development Seminar I - ECAE	
EDEC 365	Professional Development Seminar II - ECAE	
EDEC 464	Professional Development Seminar III - ECAE	
Electives		.5-8 hours
Portfolio		.0 hours
Total		.128 semester hours

NOTE: A candidate who provides documentation of a valid CDA, NAC, CCP, or Montessori certificate/credential has the OPTION of taking two additional electives (6 semester hours total) instead of taking EDUC 257: Psychology and Development of the Learner and EDUC 226: Health, Nutrition, & Safety. These electives must be approved by the candidate's advisor.

EARLY CHILDHOOD EDUCATION and SPECIAL EDUCATION GENERAL CURRICULUM

The early childhood education and special education general curriculum program is designed to prepare teachers to teach all students in grades P-5. Students participate in a variety of field-based experiences that provide experience in a range of P-5 grade levels.

Goals

The Early Childhood and Special Education General Curriculum Program at Mercer University offers an academic perspective to the candidate that values the individual and authentic worth of the young child through the inclusive lens of the general education classroom. Following an integrated, technologically enhanced curriculum, the candidate will experience varied field and life experiences within the culture of diverse school and community populations. Having completed this program of study, the candidate will become a transforming practitioner and a reflective professional who advocates for the needs and rights of the young child, while collaborating and establishing partnerships with parents, schools and communities.

PROGRAM OUTCOMES

Upon completion of the Early Childhood and Special Education General Curriculum Program, the candidate will:

I. TO KNOW: Content and Process

1. Understand the young child from a holistic perspective with an emphasis upon the cognitive, affective, and psychomotor domains - as well as the child's environment. (Understanding)
2. Acquire a knowledge base about various curriculum models and best practices. (Understanding)
3. Appreciate the importance of community in working with all children and their diversity, including ethnic, language, cultural, socio-economic, disabilities, and gender. (Diversity)

II. TO DO: Application

1. Construct and implement an integrated, developmentally appropriate curriculum for all areas of a child's development, including cognitive, emotional, social, and physical. (Practicing and Engagement)
2. Demonstrate competency in developing and implementing a wide variety of diagnostic and assessment techniques and strategies. (Practicing)
3. Integrate technological advances as a routine part of the curriculum. (Engagement)

III. TO BE: Attitude

1. Know self as an individual and recognize one's point of growth along the continuum of teaching as an emerging, developing, and transforming practitioner. (Reflecting)
2. Advocate for young children and their families. (Collaboration)
3. Collaborate with other professionals, families and the broader community in planning and implementing instructional programs. (Collaboration)

**EARLY CHILDHOOD EDUCATION/SPECIAL EDUCATION
B.S.Ed. Degree
128 Semester Hours**

Requirements

General Education Requirements:	.....	.39 hours
Professional and Pedagogical Studies:	.....	.29 hours
EDUC 205.	Preparing the Early Childhood Environment	
EDUC 220.	Foundations of Education	
EDUC 257.	Psychology and Development of the Learner	
EDUC 283.	Fundamentals of Special Education	
EDUC 398.	Fieldwork I	
EDUC 399.	Fieldwork II	
EDUC 485.	Professional Practicum	
EDUC 492.	Student Teaching	
Content Studies:	.....	.51 hours
EDUC 210.	Instructional Technologies for Teaching and Learning	
EDUC 211.	Construction of Scientific and Mathematical Thinking	
EDUC 226.	Health, Nutrition, and Safety	
EDUC 330.	Exploration of Learning Creative Arts	
EDUC 358.	Nature of Learners with Special Needs	
EDUC 364.	Professional Development Seminar I	
EDUC 365.	Professional Development Seminar II	
EDUC 376.	Content and Learning Language Arts	
EDUC 377.	Effective Reading and Writing Methods and Materials	
EDUC 378.	Children's Literature Across the Curriculum*	
EDUC 403.	Connecting the Home, School, and Community	
EDUC 405.	Classroom Management	
EDUC 421.	Science for All Learners	
EDUC 428.	Content and Learning Social Studies	
EDUC 450.	Intervention Strategies for Learners with Special Needs	
EDUC 451.	Assessment and Evaluation in SPED and ECE	
EDUC 452.	Diagnosis and Remediation of Reading and Writing	
EDUC 454.	Building Mathematical Competence and Confidence	
EDUC 459.	Integrated Curriculum and Instruction	
EDUC 464.	Professional Development Seminar III	
Electives:	.....	.9 hours
Portfolio	.....	.0 hours
TOTAL	.....	.128 semester hours

**Credit for EDUC 378 is included under the general education requirements.*

MIDDLE LEVEL EDUCATION

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

Completion of this program qualifies candidates for Middle Grades Certification in the two areas of concentration.

Program Objectives/Outcomes

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

1. A knowledge base that blends knowledge of development of 10-14 year-olds with in-depth knowledge of content, pedagogy, and assessment in the two concentration areas. **TO KNOW**
2. Understanding of the middle school philosophy and concept and knowledge of the characteristics of an effective middle school. **TO KNOW**
3. Knowledge and understanding of middle school students and the uniqueness and diversity (age, ability, gender, special needs, etc.) exhibited by that group of students, and the ability and skills to meet the needs of the diversity exhibited in today's middle schools. **TO KNOW**
4. Knowledge and understanding of effective curricular models that meet the unique needs of middle level students. **TO KNOW**
5. Knowledge and understanding of "teaming" and the ability and skills to collaborate effectively in such a setting, which involves knowledge of content, pedagogy, and assessment across the four concentration areas and of integrated teaching and learning. **TO KNOW, TO DO, TO BE**
6. Knowledge of reading in the content areas and across the curriculum. **TO KNOW**
7. The ability and skills to effectively plan, organize, implement, and assess in a collaborative team setting and as an individual. **TO DO**
8. The ability and skills to provide an effective advisor-advisee component in the middle school curriculum. **TO DO**
9. The ability and skills to be an effective collaborator with families, community, and other partners. **TO BE**
10. The ability and skills to engage in meta-cognition and reflection for continued enhancement and effectiveness as a Transforming Practitioner. **TO BE**

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

MIDDLE LEVEL EDUCATION*
B.S.Ed. Degree
128 Semester Hours

Requirements

General Studies:**minimum 39 hours**

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

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

Content Studies**minimum 57 hours**

- EDUC 210. Instructional Technologies for Teaching and Learning
- EDUC 360. Introduction to Middle Level Schooling
- Two Concentration Methods Courses, chosen from the following:
 - EDUC 422. Teaching of Science for MLE
 - EDUC 429. Teaching of Social Studies for MLE
 - EDUC 455. Teaching of Mathematics for MLE
 - EDUC 466. Teaching of English/Language Arts for MLE
- EDUC 460. Middle School Curriculum
- EDUC 461. Middle Level Integrated Methods I: Processes
- EDUC 462. Middle Level Integrated Methods II: Instruction & Assessment
- EDUC 478. Teaching Literacy for MLE
- Concentration I (6 courses)*
- Concentration II (6 courses)*

*1 concentration course will overlap with general studies

Portfolio**.0 hours**

TOTAL minimum 128 hours

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

MIDDLE LEVEL CONCENTRATIONS

Language Arts Concentration

- EDUC 379: Young Adult Literature
- English Language or Writing
(choose 1: ENGL 300, 334, or 323)
- Cultural/Ethnic/Women's Literature
(ENGL 356, 370)
- British Literature (ENGL 447)
- American Literature (ENGL 288, 477)
- World Literature (ENGL 407)
- EDUC 466: Teaching English/
Language Arts MLE

Science Concentration

- SCIE 100: Methods of Scientific
Investigation
- Earth Science Course (PHYS 106)
- Life Science Course (SCIE 215)
- Chemical/Physical Science Course
(SCIE 220)
- Additional Science Courses
(choose 2: BIOL 101, 105;
ENVS 210, 215; PHYS 220, 225;
SCIE 390)
- EDUC 422: Teaching Science MLE

Mathematics Concentration

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

Social Studies Concentration

Western Civilization Survey
 (HIST 101, 102. or 220)
 American History Course
 (choose 1: HIST 201, 202, or 210)
 HIST 368: Georgia History
 Geography Course (choose 1:
 GEOG 301 or EDUC 390:
 Geography for Teachers)
 Government Course (choose 1:
 POLS 100 or 200)
 Social/Ethnic/Non-Western World
 Studies Course (choose 1:
 HIST 200 or SOCI 200)
 EDUC 429: Teaching Social Studies
 MLE

TEACHER EDUCATION MINOR

The minor in teacher education is available to all Mercer undergraduate students; however, receiving a minor in teacher education does not fulfill the requirements for teacher certification. The teacher education minor consists of 18 semester hours of education courses, of which at least six hours must be above the 200-level. Students who have not been fully admitted to candidacy in teacher education but wish to complete a minor must choose the 18 hours from among unrestricted courses (any 100- or 200-level EDUC or EDEC course, plus EDUC 357, 360, 378, 379). Students who have been fully admitted to teacher education and decide to minor in teacher education may include restricted courses in the 18-hour requirement for the minor.

COURSES OF INSTRUCTION

[NOTE: Full admission status is required for all classes numbered 300 and above, with the exceptions of EDUC 357, EDUC 360, EDUC 378, and EDUC 379. LBST 175 and 180 are pre-requisites to all EDEC and EDUC courses.]

EARLY CARE AND EDUCATION (EDEC)**EDEC 210. Characteristics of Typical and Atypical Child Development (3 hours)**

This course will provide an overview of the theories of typical and atypical development from conception through age five. Attention will be paid to various influences on all aspects of development including the influence of stress and trauma, protective factors and resilience, and supportive relationships on the development of young children. Focus will include effects of biological and environmental factors on pre-, peri-, and post-natal development and impact of medical conditions on family concerns, resources, and priorities. Significance of socio-cultural and political context for the development and learning of young children who are cultural and linguistically diverse will be stressed.

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

Prerequisite: Full admission status.

This course is designed to survey developmentally appropriate curriculum for early child-

hood settings preschool through kindergarten. Topics to be studied include: curriculum structure, content, instructional goals and objectives, state and national standards, integration of the curriculum, and methods of assessing student performance (3-5 years).

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

Prerequisite: Full admission status.

This course focuses on how young children (birth through five years of age) develop emergent skills in listening, speaking, pre-reading/reading, and pre-writing/writing. Particular emphasis is placed on planning and implementing a print-rich environment that supports emergent literacy skills.

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

Prerequisite: Full admission status.

This course will focus on the various types of local, state, and federal resources/partnerships that can be accessed to improve the quality of early childhood programs. Topics of discussion will include community partnerships, grant writing, public/private donations, foundations, and fundraising.

EDEC 364. Professional Development Seminar I – ECAE (1 hour)

Prerequisite: Full admission to teacher education

The primary purpose of this course is to promote reflective thinking for the Transforming Practitioner. Students will initiate and develop an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development, and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy in Early Care and Education; (4) to project goals and plan strategies related to the foundations of literacy; and (5) to document one's development as a Transforming Practitioner.

EDEC 365: Professional Development Seminar II – ECAE (1 hour)

Prerequisites: Full admission status; EDEC 364

The primary purpose of this course is to promote reflective thinking for the Transforming Practitioner. Students will continue to develop an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development, and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy in Early Care and Education; (4) to project goals and plan strategies related to literacy integration in the content areas; and (5) to document one's development as a Transforming Practitioner.

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

Prerequisite: Full admission status.

This course focuses on identification of young children with special needs and other diverse learners in the early care classroom. Emphasis is given to modifications and strategies to best serve all young children. This course also focuses on the theory and practice of classroom management in early care and education settings, with emphasis upon organization of the classroom environment, developmentally appropriate practice, classroom structures and routines, and appropriate positive guidance for the young child.

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

Prerequisites: Full admission status; EDEC 365

The primary purpose of this course is to promote reflective thinking for the Transforming Practitioner. Students will complete an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development, and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal

philosophy in Early Care and Education; (4) to project goals and plan strategies related to becoming a Transforming Practitioner; and (5) to document one's development as a Transforming Practitioner.

EDEC 483. Child Development Practicum (3 hours)

Prerequisite: Full admission status.

This course provides a field-based teaching/observation experience in early childhood/childcare settings (infancy through preschool) for Early Care and Education majors. Each student is expected to observe, assist, plan and implement developmentally appropriate activities under the supervision of a master teacher and an assigned college supervisor. Requirements for this field-based experience are outlined in the Early Care and Education Field Experience Handbook. Students will spend a minimum of 80 clock hours in the experience during the semester. Students are required to attend professional development seminars. Special Fee. Graded: S (Satisfactory) or U (Unsatisfactory)

EDEC 484. Child Care Administration Practicum (3 hours)

Prerequisite: Full admission status.

This course provides a field-based teaching/observation/administration experience in early childhood/childcare settings (infancy through preschool) for Early Care and Education majors. Each student is expected to observe, assist, plan and implement developmentally appropriate activities and perform assigned administrative duties under the supervision of a master teacher, program administrator, and an assigned college supervisor. Requirements for this field-based experience are outlined in the Early Care and Education Field Experience Handbook. Students will spend a minimum of 80 clock hours in the experience during the semester. Students are required to attend professional development seminars. Note: Grades of Satisfactory (S) or Unsatisfactory (U). Special Fee.

EDEC 492. Student Teaching in Early Care and Education (12 hours)

Prerequisites: Successful completion of all required education courses; application required

The student teaching experience for Early Care and Education candidates will consist of two segments: Focus on Child Development (full-day teaching experience in an early care and education setting) and Focus on Child Care Administration (full-time administrative experience in an early care and education setting). Required seminars are held in conjunction with these experiences. Guidance is provided by the assigned Classroom Teacher and Administrator and the University Supervisor. Note: Grades of Satisfactory (S) or Unsatisfactory (U). Special Fee.

EDUCATION (EDUC)

EDUC 205. Preparing the Early Childhood Environment (3 hours)

This course provides an introductory study of the fundamentals of teaching and learning in early childhood, including program models, curriculum development, resources and materials, instructional planning, and trends and issues in the field, with emphasis on developmentally effective and individually appropriate practices that meet the needs of diverse learners in early childhood programs.

EDUC 210. Instructional Technologies for Teaching and Learning (3 hours)

This course will cover technologies utilized in the classroom. Emphasis is placed on organizing, planning and assessing learning while using various technological tools.

EDUC 211. Construction of Scientific and Mathematical Thinking (3 hours)

This course is designed to provide meaningful opportunities for critical thinking and problem solving that will assist preservice teachers in expanding their repertoires of practical applications of scientific and mathematical processes. Using paradigms of constructivism, multiple intelligences, and metacognition, class members will develop insights about patterns and relationships, apply culturally derived schemes and devices to form conceptualizations and generalizations, and use generalizations and other forms of logic to facilitate problem-solving in various contexts and fields of human activity. Attention will be given to integrating theory and practice of mathematical and scientific processes within the context of early childhood, special education and middle grades classrooms.

EDUC 220. Foundations of Education (3 hours)

This course provides a comprehensive overview and critical analysis of historical, political, legal, socio-cultural, and philosophical foundations of education in the United States, including an introduction to the teaching profession, and the trends and issues confronting American education today.

EDUC 226. Health, Nutrition, and Safety (3 hours)

This course will integrate basic concepts of health, nutrition, and safety as they relate to children. Influences on healthy lifestyles (physical, mental, and social) will be studied. Topics include finding and evaluating resources, making decisions, and setting goals to promote health and collaborating to create a safe and supportive environment that nurtures exceptionalities, individual similarities and differences.

EDUC 256. Adolescent Health and Development (3 hours)

A study of the healthy development of adolescents. Specific attention will be given to the influences of health on biological, cognitive, social-emotional, and psychomotor development.

EDUC 257. Psychology and Development of the Learner (3 hours)

This course will provide an overview of the principles of growth and development from conception through early adolescence. Attention will be paid to various influences on all aspects of development: physical maturation, cognitive and linguistic development, social skills, learning styles, and personality development. Focus will be on individual student differences and learning theories.

EDUC 283. Fundamentals of Special Education (3 hours)

This course explores the fundamentals of special education in America's schools. Emphasis is given to the historical development of special education, relevant legislation and litigation, educational policy, and contemporary trends and issues. This course satisfies the requirement for Georgia certification.

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

Pre-requisite: Full admission status.

The purpose of this course is to focus on how teaching and learning can be enhanced through the arts. The purpose of this course is to develop instructional strategies for all learners that facilitate learning in music, art media, visual arts, movement, literature, storytelling and creative dramatics while supporting an integrated approach to curriculum development and teaching.

EDUC 357. Psychology of Learning (3 hours)

The discipline of psychology is used to address educational issues and learning theory. Particular attention will be paid to individual student differences. The focus will be on variations in styles of learning while acknowledging gender and diversity.

EDUC 358. Nature of Learners with Special Needs (3 hours)

Pre-requisite: Full admission status.

This course provides an in-depth overview of students with mild and moderate disabilities and particularly those with specific learning disabilities, intellectual disabilities, and emotional/behavioral disorders. Emphasis is also given to other diverse learners as well as those considered to be at risk. The course presents theories and current issues as they relate to etiology, definitions, characteristics, identification, eligibility, service delivery, and family needs.

EDUC 360. Introduction to Middle Level Education (3 hours)

This introductory course will examine middle schools, the development of the middle school concept, and topics considered necessary for effective middle school operations. Emphasis will be placed upon the basic techniques for planning, organizing, and assessing instruction at the middle school level.

EDUC 364. Professional Development Seminar I (1 hour)

Pre-requisite: Full admission status.

The primary purpose of this course is to promote reflective thinking for *The Transforming Practitioner*. Students will initiate and develop an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy of Early Childhood/Special Education General Curriculum; (4) to project goals and plan strategies related to the foundations of literacy; and, (5) to document the development of a *Transforming Practitioner* as a professional.

EDUC 365. Professional Development Seminar II (1 hour)

Pre-requisites: Full admission status.

The primary purpose of this course is to promote reflective thinking for *The Transforming Practitioner*. Students will initiate and develop an electronic portfolio. The purposes of the portfolio are: (1) to engage in professional self-awareness, evaluation, development and progress; (2) to encourage interaction with ideas, materials, and peers; (3) to articulate a personal philosophy of Early Childhood/Special Education General Curriculum programs; (4) to project goals and plan strategies related to literacy integration in the content areas; and, (5) to document the development of a *Transforming Practitioner* as a professional.

**EDUC 376. Content and Learning Through
The Language Arts (3 hours)**

Pre-requisite: Full admission status.

This course will examine the six language arts (listening, speaking, reading, writing, viewing, and visually representing) in early childhood settings. Focus on content, methods, and materials appropriate for teaching language arts will be explored. Emphasis will be placed on the integration of language arts across the curriculum; multimedia resources and materials; and diversity in children and families.

**EDUC 377. Effective Reading and Writing Methods
and Materials (3 hours)**

Pre-requisites: Full admission status; EDUC 364, EDUC 376.

Co-requisites: Fieldwork II and Professional Development Seminar II.

This course will focus on the reading process, the developmental patterns of literacy, the

special education general curricula of reading and writing, the role of reading in the content areas, and phonemic awareness. Emphasis will be placed on the integration of literacy across the curriculum; multimedia resources and materials; and diversity in children and families. In addition, students will learn strategies in decoding and comprehension, constructing meaning from a variety of texts, literacy assessments, and the conventions of language.

EDUC 378. Children's Literature Across the Curriculum (3 hours)

This course provides a survey of children's literature and its effective integration across the early childhood curriculum. Topics of focus include the genres of children's literature, multicultural literature, selection and analysis of quality literature, and response theory in literature.

EDUC 379. Young Adult Literature (3 hours)

This course provides an introduction to the genres of literature for young adults. Areas of focus include: selection and analysis of quality literature, appropriate integration of literature across the curriculum and application of response theory in literature.

EDUC 390. Special Topics (1-3 hours)

Prerequisite: consent of program director and department chair.

This course offers a study of some significant topics in education that is not available through other program offerings.

EDUC 398. Fieldwork I (1 hour)

Prerequisite: Formal application; full admission status.

This course provides candidates a semester-long school-based experience for education students. Students will be assigned to diverse public schools and will spend a minimum of 35 clock hours per week observing and participating, on a limited basis, in classroom-related activities. Students are required to attend Fieldwork I seminars. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee.

EDUC 399. Fieldwork II (1 hour)

Prerequisite: Formal application; full admission status; EDUC 205 or 360, 357.

This course provides candidates a semester-long school-based experience for education students. Students will be assigned to diverse public schools and will spend a minimum of 35 clock hours per week observing and participating in teaching and learning activities. Students are required to attend Fieldwork II seminars. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee.

EDUC 403. Connecting Home, School, and Community (3 hours)

Pre-requisites: Full admission status; EDUC 377 or EDEC 310.

Candidates explore the importance of collaboration among the home, school, and broader community in the education of young children. Ways in which young children's learning, behaviors, viewpoints, and habits are affected by family members, by school personnel, and by members of the immediate and larger community will be addressed. Candidates grasp the range of situations professionals encounter as they work with children in a diverse society.

EDUC 405. Classroom Management (3 hours)

Pre-requisites: Full admission status; EDUC 459.

Co-requisites: EDUC 492.

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with early childhood and special needs students. Focus is on organizing the classroom, rules and procedures, and student behavior in three

areas: general, problems, and special groups. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom.

EDUC 406. Classroom Management for MLE and SEC (3 hours)

Pre-requisite: EDUC 460.

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with middle level and secondary students. Focus is on management as a triangular model that demonstrates the inter-relatedness of content, conduct, and covenant relationships. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom.

EDUC 421. Science for All Learners (3 hours)

Pre-requisites: Full admission status; EDUC 364.

Building upon constructivism-based learning theory, the design of this inquiry-based course promotes scientific literacy. Students are required to use critical thinking and problem solving skills. Scientific knowledge of the nature of science is developed through inquiry-based activities. Creating equitable learning environments will be modeled throughout the course. Adaptations so that special needs students can participate in inquiry-based activities will be integrated.

EDUC 422. Teaching Science for MLE (3 hours)

Prerequisite: Full admission status; EDUC 360.

This course addresses science content, process skills, attitudes, and real-world applications which are developmentally appropriate for middle grades science instruction. Effective planning and teaching strategies which incorporate integrated and interdisciplinary approaches, technology, literature, and multi cultural education are combined with the theories of learning.

EDUC 428. Content and Learning Through the Social Studies (3 hours)

Pre-requisite: Full admission status.

This course will provide students with an in-depth study of the methods and materials essential for effective social studies instruction in elementary grades. Students will develop knowledge and competencies in specific content areas and design appropriate instructional methods that reflect the individual needs of a diverse student population. Topics include but are not limited to: curriculum standards, assessment design and construction, interdisciplinary/integrated curriculum and unit planning, effective uses of instructional technology and teaching strategies that adapt content for students with special needs.

EDUC 429. Teaching Social Studies for MLE (3 hours)

Prerequisites: Full admission status; EDUC 360.

The application of transient learning theories will be combined with effective teaching strategies that encourage success in social studies for all. The interdisciplinary nature of social studies will be the focus for the study of curriculum, methods, technology, and professional sources. An emphasis will be on the planning for and development of resources (including the development of a unit).

EDUC 450. Intervention Strategies for Learners with Special Needs (3 hours)

Pre-requisites: Full admission status; EDUC 358, EDUC 364, EDUC 376.

Emphasis will be given to helping the Transforming Practitioner understand and apply

research-based intervention strategies and instructional principles in the classroom with special needs learners. Curriculum-based assessment techniques will be studied with an emphasis upon the decision-making process for developing instructional objectives for students with Specific Learning Disabilities, Intellectual Disabilities and Emotional/Behavioral Disorders. Educational strategies for diverse learners and students considered to be At Risk will also be presented.

**EDUC 451. Assessment and Evaluation in
Special Education & Early Childhood (3 hours)**

Pre-requisites: Full admission status; EDUC 450.

This course is designed to provide the Transforming Practitioner with a comprehensive knowledge base relevant to the assessment and evaluation of children in Early Childhood/Special Education General Curriculum programs. Emphasis will be given to the selection, administration and interpretation of individualized and group assessment instruments. Authentic assessment strategies will also be presented. Assessment and evaluation tools for diverse learners as well as federal and state requirements regarding student assessment will be addressed. The relevance of assessment and evaluation for the design of successful educational strategies will be explored.

**EDUC 452. Diagnosis and Remediation of
Reading and Writing (3 hours)**

Pre-requisites: Full admission status; EDUC 377.

In this course, students will examine the role of the teacher as a literacy instruction and assessment decision maker. Focus will be to explore literacy and language strategies that can be adapted to fit individual needs. Informal and formal assessment tools will be utilized to inform instructional choices, facilitate parent/child conferences, and allow children to participate in their own literacy development as they achieve goals in becoming independent readers and writers. This course will focus on the reading process, the writing process, and the developmental patterns of literacy. Attention is given to children at risk, children with special needs, and other diverse learners.

**EDUC 454. Building Mathematical Competence and
Confidence in Learners (3 hours)**

Pre-requisites: Full admission status; EDUC 364.

Constructivism-based methods of mathematics learning for all children, with a deep focus on the importance of problem solving, will be explored and implemented in this course. Emphasis will be placed on developmentally appropriate teaching practices that nurture positive dispositions, equity, critical thinking, collaboration, profound understanding of fundamental mathematics concepts, and connections of mathematics to other areas of the curriculum as well as to life outside of school. Instructional adaptations for students with special needs, formal and informal assessment strategies, and creative uses of teaching tools such as manipulatives and technology will serve as frameworks for discussion and understanding of the mathematics teaching/learning process.

EDUC 455. Teaching Mathematics for MLE (3 hours)

Prerequisites: Full admission status; EDUC 360.

An overview of the essential components in middle grades mathematics for all children is the focus of this course. Study includes methods, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades 4-8.

EDUC 459. Integrated Curriculum and Instruction (3 hours)

Pre-requisites: Full admission status; EDUC 365, EDUC 377, EDUC 421.

This course will focus on the development, design, and implementation of integrated,

developmentally appropriate curriculum for all areas of a child's development, including: cognitive, social, emotional, and physical. Topics to be studied include: curriculum structure and content, instructional goals and objectives, content integration, developmentally appropriate practices, diverse learners, home/school/community curricular connections, and methods for assessing student performance.

EDUC 460. Middle School Curriculum (3 hours)

Prerequisites: Full admission status; EDUC 360.

The development of middle school curriculum as it has been shaped by sociocultural and technological forces will be examined. Topics to be studied include: curriculum planning and assessment, common core curriculum, advisee/advisor curriculum, exploration, school activities, integrating the curriculum, and instructional practices appropriate for the young adolescent learner. Issues, trends, and research relevant to effective middle-level instructional practices are discussed.

EDUC 461. Middle Level Integrated Methods I: Processes (3 hours)

Prerequisite: Full admission status.

A study of knowledge, skills, and processes in an integrative manner that pulls together commonalities among the four areas of concentration in the middle grades. Special emphasis is given to the integrative/interdisciplinary nature of the topics, and special attention is given to adaptation for special needs, including gifted and talented.

EDUC 462. Middle Level Integrated Methods II: Instruction and Assessment (3 hours)

Prerequisite: Full admission status; EDUC 461.

A study of instructional methods, integrated/interdisciplinary models of instruction, and assessment as they relate to all subjects and to the diversity and special needs of students in the middle grades.

EDUC 464. Professional Development Seminar III (1 hour)

Prerequisites: Full admission status; EDUC 365.

The primary purpose of this course is to promote reflective thinking for *The Transforming Practitioner*. Students will continue to develop an electronic portfolio.

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

Prerequisites: Full admission status; EDUC 360.

A study of methods, media, and materials for teaching English/language arts at the middle school level, including theory, research, materials, curriculum, units of study, and evaluation.

EDUC 478. Teaching Literacy for MLE (3 hours)

Prerequisites: Full admission status; EDUC 360.

This course will include an examination of the reading and writing processes and materials, strategies, and programs appropriate for teaching literacy in all content areas for all middle grade learners. Content covered will focus on literacy factors for reading informational texts, the reading/writing connection and young adult literature.

EDUC 485. Professional Practicum (3 hours)

Prerequisites: application required; full admission status and successful completion of EDUC 399.

This course provides candidates a semester-long school-based teaching experience for education students. Students will be assigned to diverse public schools, and are required to spend a minimum of 60 clock hours in the classroom. Students are required to attend

practicum seminars. Students will refer to the *Teacher Education Handbook* for specific policies and requirements. Successful completion of the Practicum is required for entry into student teaching. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee.

EDUC 488. Mentored Practicum (3 hours)

Prerequisite: Full admission status.

The mentored practicum is designed for those students who are employed in an approved accredited school setting on a non-renewable teaching certificate who need to complete the field experiences required prior to the Internship. Students who are teaching on a non-renewable certificate will take the mentored practicum during the first semester they teach while enrolled in the certification program. The student completes this course in his or her own classroom, under the mentorship of a Mercer supervisor. The mentored practicum is evaluated on a satisfactory/unsatisfactory basis. A special fee is assessed.

EDUC 492. Student Teaching (12 hours)

Prerequisites: application required; full admission status and successful completion of all required education and middle level concentration courses.

This course provides candidates a semester-long, full-day teaching experience for certificate candidates. Candidates will be assigned to diverse public schools and will gradually assume all responsibility for the classroom to which they are assigned. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher(s) and college supervisor. Each student teacher will teach full-time for a minimum of three to five weeks. Seminars will be held in conjunction with these experiences and will address a variety of topics. All students are required to attend these seminars. Student teachers will refer to the *Teacher Education Handbook* for specific policies and requirements. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee.

EDUC 498. Internship (9 hours)

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

This internship is designed for those students who are employed in an approved accredited school setting on a non-renewable teaching certificate who need to earn credit for student teaching in order to complete the requirements for recommendation for full certification. An internship is evaluated on a satisfactory/unsatisfactory basis. A special fee is assessed.

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 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, Ilknur Eginli, 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*

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 Macon and Atlanta campuses.

College of Continuing and Professional Studies Programs

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

Degree Programs

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

Bachelor of Applied Science

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

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

Bachelor of Arts 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 in Information Systems Effective July 1, 2008, no new applicants will be accepted into this program	(Douglas County, Henry County, and Macon)
Bachelor of Science Informatics	(Atlanta, Henry County, and Macon)
Public Safety Leadership	(Atlanta, Douglas County, Henry County, Macon, Newnan, Online, and minor only 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	(formerly Master of Science in Community Counseling, and Master of Science in Counseling) (Atlanta only-please see Atlanta catalog for information)
(*Is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP))	
*Master of Science in School Counseling	(Atlanta only- please see Atlanta catalog for information)
(* Mercer University is accredited by the National Council for Accreditation of Teacher Education; all programs, including School Counseling are approved by the Georgia Professional Standards Commission.)	
Master of Science in Clinical Mental Health/Master of Divinity in Pastoral Care and Counseling	(Atlanta only-please see Atlanta Catalog for information)
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 only)
Master of Science in Public Safety Leadership	(Atlanta, and Henry County for executive Format- please see Atlanta catalog for information)
Educational Specialist in School Counseling	(Atlanta only- please see Atlanta catalog for information)
Doctor of Philosophy in Counselor Education and Supervision	(Atlanta only-please see Atlanta catalog for information)

CERTIFICATE PROGRAMS

Executive Leadership Development	(Atlanta only- Please see Atlanta Catalog for information)
Substance Abuse Counseling (Addiction Counselor Training)	(Atlanta only- Please see Atlanta Catalog for information)
Leadership for the Medical Practice	(online)
Public Safety Leadership Institute	(Atlanta and Savannah- Please see Atlanta Catalog for information)
Health Coaching	(Atlanta) Please see Atlanta Catalog for information)

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 Education 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 scores, first-time freshmen are judged by their mentor to be ready for a higher level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-time freshmen must enroll in FDLS 110.
- First-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

Departmental 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.

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 hours only with the approval of the dean, associate dean, assistant dean, or dean's representative. Students requesting an overload must complete the overload request form.

Declaration of a Major

Students should file a Declaration of Major Form with the registrar prior to completing 60 semester hours. Forms for declaring a major may be found at the Registrar's Office and the Regional Academic Centers. Declaring an individualized major (INDV) in the Department of Liberal Studies requires the approval of an advisor or program coordinator. See the section on this program in this catalog for more information.

Mercer University 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.

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 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 initial entry into a college program, and for students who may have had some prior college work but who have not actively participated in a college program in the last two years.

Five courses comprise the foundations for liberal studies:

FDLS 110. The Culture of the University

FDLS 115. Mathematics, Problem-Posing, and Culture (*students enrolled in FDLS 115 must receive a grade of C or better in order to register for MATH 120.*)

*FDLS 130. Language and Communication (*students enrolled in FDLS 130 must receive a grade of C or higher to register for LBST 175 and 180.*)

FDLS 150. Principles of Self-Renewal

FDLS 170. Fundamentals of Research Methods

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

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 COUNSELING AND HUMAN SCIENCES

Arthur J. Williams, *Chair/Professor*

Thomas E. Kail, W. David Lane, Laurie L. Lankin, and Kyra L. Osmus, *Professors*

Marna L. Burns and Kenyon C. Knapp, *Associate Professors*

Caroline M. Brackette, Diane M. Clark, Steve N. Hamilton, Gail W. Johnson, Donald B. Redmond, and Karen D. Rowland, *Assistant Professors*

Kevin A. Freeman, *Visiting Assistant Professor*

Sara J. Overstreet, *Instructor*

Mission Statement

The Department of Counseling and Human Sciences offers undergraduate major programs in human services and human resources administration and development, and minors in human services and applied psychology in the Regional Academic Centers. Master's degree programs in clinical mental health counseling and school counseling, an educational specialist degree program in school counseling, and a doctorate degree program in counselor education and supervision are offered on the Atlanta campus.

The Counseling and Human Sciences Department maintains a commitment to student learning:

- Through effective teaching, service, and research.

- By striving to facilitate critical thinking and a life-long interest in learning.
- By establishing an environment of intellectual and spiritual freedom that encourages compassion, understanding, and responsibility.
- By offering a comprehensive set of graduate and undergraduate programs to meet the needs of students interested in the fields of applied psychology, clinical mental health counseling, counselor education and supervision, human resources administration and development, human services, and school counseling.

Department Goals

- To create an environment for the development of critical thinking skills which contribute to education as a life-long process.
- To develop a knowledge base and skills that enable students to interact in a diverse, technologically complex society by emphasizing the relationship between theory and practice.
- To cultivate a community of learning characterized by high ethical standards and an understanding of diversity.
- To provide and promote academic programs that will respond effectively to professional communities.
- To provide and encourage opportunities for faculty development in consultation, teaching, service, and research.

Human Resources Administration and Development

Laurie L. Lankin, *Program Coordinator/Professor*

Mission Statement

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

Student Learning Outcomes

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

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

HUMAN RESOURCES ADMINISTRATION AND DEVELOPMENT

B.A.S. Degree

120 Semester Hours

Requirements

Prerequisites*

MATH 220.	Applied Statistical Methods
PSYC 111.	Introduction to Psychology
SOCI 111.	Introduction to Sociology

General Education Requirements42 hours

Core in Major30 hours

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

Specialization Tracks.15 hours

A. Administration Track

HRAD 315.	Workplace Law and Relations
HRAD 335.	Employee Compensation and Benefits
HRAD 470.	Ethics in Human Resources Administration
INFM 301.	Issues in Technology Management
ORGL 330.	Budgeting for Nonfinancial Leaders

B. Training and Development Track15 hours

HRAD 350.	Principles of Adult Learning and Development
HRAD 365.	Instructional Design and Delivery Strategies I: Material Development
HRAD 375.	Instructional Design and Delivery Strategies II: Organizing Training
HRAD 385.	Instructional Design and Delivery Strategies III: E-learning
INFM 322.	Introduction to Multimedia and Web Design Tools

Electives 33 hours

TOTAL 120 semester hours

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

Grade Requirements

A student seeking a major in human resources administration and development must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major other than the Capstone Experience.

Minor in Human Resources Administration and Development

18 Semester Hours

Requirements

HRAD 245. Introduction to Human Resources3 hours
HRAD 250. Introduction to Training and Development3 hours
4 additional HRAD courses all of which are 300-level or above.....12 hours

HUMAN SERVICES

Marna L. Burns, *Program Coordinator/Associate Professor*
Priscilla Danheiser, Laurie Lankin, and Kyra L. Osmus, *Professors*
Steve N. Hamilton and Gail W. Johnson, *Assistant Professors*
Sara J. Overstreet, *Instructor*

Mission Statement

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

Student Learning Outcomes

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

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

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

A copy of the Human Services Handbook, which contains information about admissions, continuation, completion, and dismissal standards, is available from the center coordinator or faculty advisor.

HUMAN SERVICES
B.S.S.S. Degree
120 Semester Hours

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

Requirements*

Prerequisites

- PSYC 111. Introduction to Psychology
- SOCI 111. Introduction to Sociology

General Education Requirements42 hours

Core in Major30 hours

- HSRV 202. Introduction to Human Services
- HSRV 230. Introduction to Interpersonal Relations
- HSRV 275. Field Services Practicum
- HSRV 306. Research Methods for Social Sciences
- HSRV 370. Generalist Case Management
- HSRV 401. Multicultural Issues and Professional Practice
- HSRV 475. Human Services Internship
- HSRV 476. Human Services Internship
- PSYC 227. Lifespan Development
- PSYC 365. Current Psychotherapies

A. Mental Health Concentration15 hours

- HSRV 330. Conflict Resolution
- PSYC 225. Prenatal through Adolescent Development
- or PSYC 226. Adult Development
- PSYC 360. Psychopathology
- PSYC 361. Group Process and Practice
- SOCI 333. Social Psychology

B. Social Services Concentration15 hours

- HSRV 340. Social Welfare Policy
- HSRV 380. Grantmaking for the Social Services
- INSY 387. Social Services and Public Safety Information Systems
- ORGL 355. Leadership in Nonprofit Organizations
- SOCI 200. Social Problems

C. Substance Abuse Services Concentration15 hours

- HSRV 311. Substance Abuse
- HSRV 316. Methods of Substance Abuse Treatment
- HSRV 330. Conflict Resolution
- PSYC 225. Prenatal through Adolescent Development
- PSYC 361. Group Process and Practice

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

Electives:33 hours

TOTAL120 semester hours

*Students must earn a “C” or better in the courses in the General Education Communication area to continue in the human services major.

Grade Requirements

A student seeking a major in human services must maintain a cumulative grade point average of 2.75 in the courses required in the major to qualify for graduation. A student may not have a grade lower than a C in any course required for the major and in the communication area of the general education core. The S/U grading option may not be elected for any required course in the major, other than the field services practicum and the internship.

Field Services Practicum

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

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

Students should get a copy of the HSRV 275: Field Services Handbook and the Waiver Form from the center coordinator or the faculty advisor.

Internships

Students should get a copy of the Internship Handbook, which includes both the needed forms and a detailed account of the requirements, from their center coordinator or faculty advisor.

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

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

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

MINORS

Human Services

18 Semester Hours

Requirements

HSRV 202. Introduction to Human Services3 hours
5 additional HSRV courses15 hours

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

Applied Psychology

18 Semester Hours

Requirements

PSYC 111. Introduction to Psychology3 hours
5 additional psychology courses15 hours

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

Applied Sociology

18 Semester Hours

Requirements

SOCI 111. Introduction to Sociology.....3 hours
5 sociology courses, of which 2 may be taken at the 200 level.....18 hours

Sociology courses used for a student's major or to fulfill general education requirements may not be used toward an applied sociology minor.

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 offered in the Regional Academic Centers and on the Atlanta Campus. The undergraduate major in public safety leadership is also offered in Newnan and online. A Master of Science degree program in organizational leadership is offered on the Atlanta Campus and in Henry County. A Master of Science degree program in public safety 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, Henry County, and on the Atlanta and Macon Campuses. The Bachelor of Applied Science in Organizational Leadership is designed for mid-career adult learners who have a minimum of four years of full-time work experience.

No more than 25% of the total number of units for the Organizational Leadership Program can consist of business or business related course work. A cumulative GPA of 2.5 (on a 4.0 system) on all work attempted is required. Students without the 2.5 GPA may be 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 practice and provide adult learners with the opportunity to apply classroom learning to their working lives.

Program Goals

- Broaden the student's knowledge and understanding of the current facets of organizational leadership.
- Facilitate professional growth by helping students understand organizational culture.
- Develop students' conceptual and diagnostic skills to lead planned organizational change.
- Focus on organization behavior and the leadership dimensions of attitude, personality, perception, learning, roles, norms, and techniques for leading effective teams.
- Promote development of interpersonal relationships and effective oral and written communications.
- Encourage development of religious, ethical, and spiritual values and perspectives within the framework of leadership roles and practices.

Learning Objectives

In addition to meeting Mercer University's 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 Requirements **120 semester hours**

Organizational Leadership has two certificate programs related to this degree: Leadership for the Medical Practice and Executive Leadership Development. For more information about these certificate programs, see the Certification Program section of this catalog or the Cecil B. Day catalog.

PUBLIC SAFETY LEADERSHIP

V. Lynn Tankersley, *Program Coordinator/Assistant Professor*

Richard 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 Requirements42 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 Track24 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

- PSFT 365. Introduction to Homeland Security and Emergency Management
- And 7 more from the courses listed below:
- CRJS 325. Criminal Law
- CRJS 330. Criminal Procedure
- CRJS 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 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	
Electives.....		36 hours
TOTAL		120 semester hours

* Students must earn a “C” or better in LBST 180 to enter or continue in the public safety leadership major.

NOTE: Public Safety Leadership majors who have less than two years of professional experience in the public safety field must take 3 credit hours of PSFT 470. The student’s advisor will determine the applicability of this requirement. An additional 3 hours of PSFT 470 may be taken as an elective. Students with two or more years of professional experience in public safety may take PSFT 470 as elective hours to a maximum of 6 credit hours. All students must have junior status to be eligible to apply for PSFT 470. It is the student’s responsibility to find a field experience site. At least 8 weeks prior to beginning the semester in which the field experience is planned, the student must have the site approved by his/her faculty advisor. Field experience may be done in the fall and spring semesters or during summer session 1. PSFT 470 requires 15 hours per week at the field experience site. Exceptions to the above may be made only with the approval of the student’s faculty advisor.

Grade Requirements

A student seeking a major in public safety leadership must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation.

A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major other than PSFT 470.

MINORS

Public Safety

18 Semester Hours

Requirements

CRJS 260 or PSFT 365
5 public safety/criminal justice courses 18 hours

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 Systems
INFM 210.	Programming Concepts for Informatics

DEPARTMENT OF LIBERAL STUDIES

Fred Bongiovanni, *Chair/ Professor*

Duane E. Davis, *Professor Emeritus*

Margaret H. Eskew, J. Colin Harris, and Ian C. Henderson, *Professors*

J. Thompson Biggers, Timothy D. Craker, Karen O. Lacey, Clinton W. Terry, and Andrea L. Winkler, *Associate Professors*

Ilknur Iginli, Steven J. Miller, and Melanie R. Pavich, *Assistant Professors*

Mission Statement

The Department of Liberal Studies continues the tradition of Jesse Mercer by making a liberal arts foundation for professional and personal development accessible to working adults throughout Georgia. The purpose of a liberal arts education is not only to free students *from* the constraints of any one particular religious, academic, or professional perspective, but also to free them *for* fuller and richer citizenship in a world in which different cultures, social institutions, and technologies interconnect in multiple and changing ways.

Department Goals

The department is committed to:

- Providing a learning environment that is personal, challenging, respectful, and supportive of each student's academic goals.
- Assisting students in the refinement of their thinking, writing, and speaking skills.

- Providing a liberal arts foundation/connection to the professional programs offered in the Regional Academic Centers.
- Providing students with the opportunity to develop, in conjunction with an academic advisor, a liberal studies major concentrating on one or two areas of study.
- Enabling students to gain the personal and academic resources to serve them as life-long learners.
- Fostering a perspective that will nurture responsible vocation, relationships, and citizenship, both locally and globally.
- Experience a creative, supportive, challenging, and respectful learning environment.

Student Learning Outcomes

Through work in the department's courses, students will:

- Demonstrate refinement in thinking and communication skills.
- Demonstrate an understanding of the various dimensions of the liberal arts tradition and the connection of that tradition to their specific vocational goals.
- Demonstrate an ability to apply the results of their particular study to a perspective for continued learning.
- Reflect a maturing perspective toward their various life roles and toward local and global citizenship.

LIBERAL STUDIES MAJOR

B.A. Degree

The Bachelor of Arts degree with a Liberal Studies major provides a challenging learning opportunity for those students who want a bachelor's degree based upon a strong liberal arts foundation for their personal and professional development. Students in the Bachelor of Arts in Liberal Studies program come from every age group and every life situation. All students in the Liberal Studies program share an eagerness to advance their understanding of the world and develop the tools they need to reach their life goals.

The Bachelor of Arts degree in Liberal Studies degree provides an individualized program of study that combines a common liberal studies core with individualized concentrations in selected courses and fosters students' ability to think critically and constructively in relation to their self-chosen academic goals. While this degree allows students to propose their own programs of study, it broadens their academic perspectives by emphasizing interdisciplinary study as a method of comprehension and understanding. Students who wish to focus their studies in the liberal arts will find a variety of options for designing a program consistent with their personal and professional interests. Students who bring with them previous academic work may find that with this program they are able to complete their studies in good fashion by combining their work in various fields.

Students interested in pursuing the Liberal Studies major should first contact the chair or a faculty member of the Liberal Studies Department. Following a preliminary consultation, an advisor will be assigned. The advisor and the student will develop a proposal for the specific content and direction of the program. The program of study is subject to the approval of the Liberal Studies Department. Once approved, the program statement will

be filed with the Registrar's office with the standard Declaration of Major form and will become the official statement of the student's program. Modifications in the approved plan, due to schedule limitations or curricular changes, may be made with the approval of the department chair or advisor.

The Bachelor of Arts degree in Liberal Studies degree focuses on several general student learning outcomes that are consistent with all of the individualized programs of studies. As specific programs of study are developed for each student, additional student learning outcomes may be specified by a student's degree program advisor. Upon the completion of the degree, the successful student should be able to:

- Read and write effectively and clearly in a variety of academic formats that demonstrate well developed and connected patterns of thought.
- Listen and speak effectively and clearly in a variety of settings that demonstrate well developed and connected patterns of thought.
- Think critically and apply critical thinking skills in academic learning experience grounded in the liberal arts tradition.
- Create an effective interdisciplinary synthesis between their selected concentrations and required Liberal Studies courses (LBST 210, LBST 350, LBST 250 or 255, LBST 275 or 280 and LBST 498).
- Understand and interpret the themes and issues associated with their areas of concentration.
- Analyze and construct arguments based on evidence and the work and interpretations of other sources.
- Engage in research and critical analysis across disciplines.

All students pursuing this major must take five specific core courses: LBST 210 – The Idea of the University, LBST 250 -- Arts and Ideas of Traditional Cultures or LBST 255 -- Arts and Ideas of the Emerging Modern World (students choose one) LBST 275 -- Argument: Social Thought and Citizenship or LBST 280 -- Argument: Studies in Public Discourse (student choose one), LBST 350 – Critical Theory and Liberal Studies and LBST 498 Liberal Studies Capstone. Beyond these five courses, students will develop, in consultation with an advisor, a program of study involving two concentrations of four courses (12 semester hours) each or one concentration of eight courses (24 semester hours). Students selecting the two concentration option must complete a minimum of two courses (6 credit hours) in each concentration in the college. Students selecting the one concentration option must complete a minimum of four courses (12 credit hours) in that concentration in the college. During the final term in residence, students will enroll in LBST 498 – Liberal Studies Capstone seminar team taught by members of the faculty over the course of a full semester. During the seminar, the synthesizing essay will be completed.

LIBERAL STUDIES MAJOR

B.A. Degree

120 Semester Hours

General Education Requirements 42 hours

Major Requirements 39 hours

Core in Major (15 hours)

- LBST 210. The Idea of the University
- LBST 350. Critical Theory and Liberal Studies
- LBST 250. Arts and Ideas of Traditional Cultures
- or LBST 255. Arts and Ideas of the Emerging Modern World
- LBST 275. Argument: Social Thought and Citizenship or
- or LBST 280. Argument: Studies in Public Discourse
- LBST 498. Liberal Studies Capstone

Required Concentrations (24 hours)

In addition to the core course requirements listed above, all Liberal Studies students may in consultation with their advisor develop a program of study in any of the three areas of study listed below. Students may select either two concentrations or the one concentration

A. Humanities - Students may choose two of the following areas of concentration for the two concentration option (12 hours per concentration) or one area of concentration for the one concentration option (24 hours)

- Communication Studies
- Historical Studies
- Literary Studies
- Religious Studies

B. Interdisciplinary Studies – Students may choose two of the following areas of concentration for the two-concentration option (12 hours per concentration) or one area of concentration for the one concentration option (24 hours)

- | | |
|----------------------------|------------------------|
| American Studies | Religion and Society |
| Education and Society | Literature and Society |
| History and Society | Rhetorical Studies |
| Language Arts | Social Studies |
| Women's and Gender Studies | |

C. Individualized Studies – In consultation with an advisor, a student may propose a program of study in a concentration not included in A or B above. This concentration may be either a 12 hour concentration to be combined with a concentration in A or B or a single 24 hour concentration. (12 or 24 hours)

D. Students may also choose concentrations in Mathematics or Science offered by the College's Mathematics, Science, and Informatics Department.

Electives**39 hours**

TOTAL **120 semester hours**

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

MINORS

Communication

18 Semester Hours

Students should select 18 hours of 200 level or above from communication courses not counted as general education requirements or as requirements in their major.

Historical Studies

18 semester hours

Students should select 18 hours of 200 level or above from history courses not counted as general education requirements or requirements in their major.

Literary Studies

18 Semester Hours

Students should select any 18 hours of 200 level or above, including at least 6 hours at the 300 or above level listed in the English subject area that are not counted as general education requirements or as requirements in their major.

Religious Studies

18 Semester Hours

Students should select any 6 courses from the religious studies area or, with departmental approval, related or special topics courses, in addition to those counted in the general education requirements and those of their major.

DEPARTMENT OF MATHEMATICS, SCIENCE, AND INFORMATICS

Hani Q. Khoury, *Chair/ Professor*

Feng, Lui, 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 Major 33 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

Electives30 hours

TOTAL 120 hours

*All Informatics majors must complete MATH 130 to fulfill degree requirements.

**All Informatics majors in the Health Information Technology track must complete SCIE 230 to fulfill degree requirements.

***All Informatics majors in the Web Development and Human-Computer Interaction track must complete PSYC 111 to fulfill degree requirements.

Minor in Digital Forensics

18 Semester Hours

INFM 120.	Introduction to Computer Systems
INFM 210.	Programming Concepts for Informatics
CRJS 375.	Criminal Investigation
CRJS/INSY 391.	Computer Privacy, Ethics, Crime and Society
DGTF 390.	Digital Forensics I
DGTF 490.	Digital Forensics II
Four additional courses in INFM/INSY at the 200 level or above.	

Minor in Informatics:

18 Semester Hours

INFM 110.	Introduction to Informatics
INFM 322.	Introduction to Multimedia and Web Design Tools

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:

- MATH120. Basic Algebra
- MATH130. Topics in Pre-calculus
- MATH150. Analytic Trigonometry*

*Exception 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:

- FDLS110. The Culture of the University
- FDLS130. 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.

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.

ARTH 201. Survey of Western World Art I

(3 hours)

This course involves a chronological survey of Prehistoric, Egyptian, Ancient Near East, Mediterranean World, and Medieval art. Students will be exposed to the personal and social functions of art as well as the basic styles.

ARTH 202. Survey of Western World Art II (3 hours)

This course involves the chronological survey of Renaissance, Manneristic, Baroque, Rococo, and Modern art. Students will also be exposed to the personal and social functions of art as well as the basic styles.

BIOLOGY (BIOL)

BIOL 101. Introduction to Biology and Evolution (3 hours)

Prerequisite: SCIE 100 or equivalent.

Key features and processes that characterize and unite living things are examined by way of six major themes: acquisition and use of energy in individuals and communities; cellular machinery and synthesis of proteins; DNA information flow between generations (genetics); homeostasis and regulation; specialization in cells, tissues, organ systems and organisms; and, processes at work in evolution. An integrated lecture/laboratory course. Laboratory fee.

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 245. Human Anatomy and Physiology I (4 hours)

Prerequisite: BIOL 101.

Students will study human anatomy as it relates to allied health professionals. Students will identify the vocabulary, overview the basic components of cells and tissues, and study how cells group and differentiate into specialized tissue. Topics will include the anatomy and physiology of the integumentary system, skeletal system and bones, muscular system and muscles, joints, and nervous system, as well as genetics and genomics. Students will carry out microscopy and dissections. Laboratory fee.

BIOL 246. Human Anatomy and Physiology II (4 hours)

Prerequisite: BIOL 245.

Students will study the comprehensive structure and function of the human body, the mechanisms for maintaining homeostasis within the body and their interrelationships at the cellular and organismal levels of biological organization. Topics include the cardiovascular, circulatory, digestive, endocrine, immune, lymphatic, respiratory, urinary and reproductive systems, as well as metabolism, fluids and electrolytes, and acid-base balance. Students will carry out microscopy and dissections. In this course, students will build on materials emphasized in Human Anatomy and Physiology I. Laboratory fee.

BIOL 256. Microbiology for Allied Health (4 hours)

Prerequisite: BIOL 245.

Students will study fundamental microbiology principles related to allied health including: basic culture and staining techniques, cellular metabolism, microbial control measures (sterilization, disinfection, and antimicrobial therapy), and basic concepts of immunology. Emphasis will be placed on the study of various pathogenic microorganisms and the human diseases they cause. Laboratory fee.

BIOL 390. Special Topics in Life Science (3 hours)

Prerequisite: consent of department chair.

A study of some significant topic in the life sciences which is not available through other program offerings. Laboratory fee may apply.

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 205. Understanding Cinema (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A study of the characteristics and practices of cinema as an international language from the perspective of students' experience of film as audiences engaged with a dynamic and living art form. Major emphasis will be placed on learning an appreciation through familiarization, comparison, and analysis. Students will attend cinematic productions and will analyze and interpret films from around the world.

COMM 210. Communication for Teachers (3 hours)

This course deals with all dimensions of human communication and how they influence classroom environment and learning. Particular emphasis is given to the impact of culture on the classroom. Students will study verbal and nonverbal communication behavior. Modeling of and practice in various communication behaviors and instructional techniques will be a major component. Interpersonal relationships in the classroom will be examined.

COMM 240. Popular Cultural Forms and Society (3 hours)

(Cross-listed as SOCI 240)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

An analysis and interpretation of popular forms of culture and communication. Emphasis will be placed on understanding the ways that everyday behavior and artifacts are imbued with cultural meanings that transcend functional purpose. Case studies will vary but special attention may be paid to such topics as fashion, popular music, Hollywood movies, and popular genres of literature (science fiction, mystery, or romance).

COMM 251. Communication and Society (3 hours)

(Cross-listed as SOCI 251)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Students will examine the role that communication has played in the transformation of society. Beginning with the work of Walter Ong, students will trace the impacts of oral, written, print, and image technologies on ancient, medieval, and modern society. This his-

tory is used to suggest how contemporary technologies will change the ways in which we organize ourselves and communicate with the world around us.

COMM 253. Gender Relations (3 hours)

(Cross-listed as SOCI 253)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Students will study the relationships between males and females, examining the ways in which gender relationships both reflect cultural views of gender (roles and stereotypes) and shape individual gender identities and behaviors in particular social contexts (families, schools, media, the workplace, and other institutions).

COMM 260. Interpersonal Communication (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

The study of the theory and skills relevant to interpersonal communication. Major emphasis will be given to the development and deterioration of interpersonal relationships and the role that communication plays in these processes. The course investigates verbal and nonverbal communication, perception, and personal disposition toward communication in the interpersonal context.

COMM 265. Working Group Communication (3 hours)

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

Students will examine the formation and development of groups in the workplace or community. Particular emphasis is given to communication as the process by which group performance can be either enhanced or inhibited. Attention is given to group formation, composition, and development. The establishment of roles, norms, and conflict will be explored, with special attention given to group leadership and group presentations.

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.

COMM 309. Communication and Information Theory (3 hours)

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

A survey of literature that forms the theoretical basis for understanding human and machine communication. Students will study communication theories which are relevant to understanding information exchange (both verbal and nonverbal) and relational communication in a range of contexts.

COMM 320. Advanced Interpersonal Communication (3 hours)

Prerequisites: COMM 171 or consent of program coordinator; LBST 175, 180 or equivalent.

A study of the theories of interpersonal communication with an emphasis on the application of relevant principles to our everyday life. Students will study transactional communication as learned, patterned and contextual, and as multifunctional and multi-channeled behavior. Major emphasis will be placed on how modern communication technology is changing traditional patterns of interaction.

COMM 330. Elements of Persuasion (3 hours)

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

Students will study persuasive strategies, goals, and effects within interpersonal, group decision-making, political, commercial, and mass communication contexts. Emphasis is on critical analysis of political and advertising campaigns and appeals, as well as the impact of new communications technologies on persuasion. Students will learn to be responsible, critical consumers and ethical practitioners of persuasion.

COMM 340. Public Relations (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will examine communication theories and techniques of message preparation necessary to support effective organizational promotion to advance short- and long-term organizational goals. Special emphasis will be placed on the effectiveness of existing campaigns, as well as developing strategies for future organizational promotional campaigns, including those that respond to crisis situations.

COMM 345. Mass Media and Society (3 hours)

(Cross-listed as SOCI 345)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Students will critically analyze the impacts and effects of mass media on contemporary society. Special attention will be given to the impact of media on social roles and relationships.

COMM 350. Organizational Communication (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A focus on communication theory, strategies and skills in modern organizations. Emphasis is on examining organizational climate and culture, communication process and flow in organizations, intra-organizational conflict, types of leadership and group decision-making, and the implementation of change within the organization. Students will conduct a detailed analysis of an existing organization.

COMM 370. Intercultural Communication (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A cross-disciplinary study of communication issues which arise when cultures come into contact with each other. Conducted as a seminar, the specific area to be covered is the mechanism through which cultures exchange with each other. Students will investigate ways in which communication facilitates cultural contact and ways in which it inhibits contact. Cultural differences in communication style and content will be analyzed.

COMM 390. Special Topics in Communication (1-3 hours)

Prerequisites: consent of advisor; LBST 175, 180 or equivalent.

Students will study some significant topic in communication which is not available through other program offerings. A maximum of 6 credit hours in English or Communication special topics may be selected by students seeking a Communication concentration.

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

Prerequisite: consent of advisor.

Students will study an area or subject not normally found in established courses, or a special study that allows the student to explore in greater detail a topic raised in established Communication courses.

COMM 475. Communication Internship (3-9 hours)

Prerequisites: senior status and consent of advisor.

The internship program is designed to provide the student with an opportunity to apply academic training in practical communication settings. Requests for internships must be made in advance and approved by the Communication Program Coordinator. Communication internships are available only to students with communication concentrations. A maximum of 3 credit hours may be applied to the concentration. An additional 6 credit hours of internship may be counted as other electives. Note: Grade of Satisfactory or Unsatisfactory. Special Fee.

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 in an area or subject not normally found in established courses. It may also allow the student to explore in greater detail a topic raised in established criminal justice courses.

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)

LBST 175 and 180 are the composition courses offered by the College of Continuing and Professional Studies. These classes are listed under the heading of "Liberal Studies."

ENGL 100. Critical Thinking, Reading, and Writing (3 hours)

Students will explore the relationship among oral language, reading comprehension, and writing processes. Students will be taught how to deal with print and oral language phonetically, syntactically, semantically, analytically, and interpretatively. This course is especially recommended for international students.

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 completed 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: 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.

ENGL 300. Advanced Essay Writing (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

Advanced Essay Writing will further develop the student's abilities to read and write essays. Students will examine the structures, styles, and techniques of a variety of writing forms. Students will also work on various writing projects in a workshop setting.

ENGL 323. History and Structure of the English Language (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

The history and structure of modern British and American English is traced from Indo-European beginnings through the Anglo-Saxon, Medieval, and Modern period. Emphasis will be placed on present trends in linguistic study.

ENGL 334. Forms and Figures of Literature (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

A study of a significant form or of the works of a particular figure of literary history, students will examine the works that are relevant to the particular form or figure of literature in relation to the society they display, comment upon and help to shape. Theories and key concepts of literary studies will also be introduced and discussed. Topics may include: The Short Story, Shakespeare, Twain, Flannery O'Connor and Gothic Literature. (Students who have completed ENGL 334 may enroll in an additional section of ENGL 334 only when a different topic is addressed.)

ENGL 356. Literature of the South (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

A study of literary traditions of the southern region of the United States, this course will examine Southern works of literature in relation to the society those works display, comment upon, and help to shape. Theories and key concepts for examining both the literature and its relationship to the region will be introduced and discussed.

ENGL 370. Interdisciplinary Approaches to Literature (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

A study of literature that reflects the influence of African Studies, Post-Colonial Studies, Women's Studies and other interdisciplinary fields of inquiry, this course examines works of literature in the context of one or more of those interdisciplinary fields, focusing on the society those works display, comment upon and help to shape. Theories and key concepts of the interdisciplinary fields of inquiry will also be introduced and discussed. (Students who have completed ENGL 370 may enroll in an additional section of ENGL 370 only when a different topic is addressed.)

ENGL 390. Special Topics in English (1-3 hours)

Prerequisite: Consent of advisor; LBST 175, 180 or equivalent.

A study of some significant topic in literature which is not available through other program offerings. A maximum of 6 credit hours in English or Communication special topics may be selected by students seeking a concentration in communication or English.

ENGL 395. Independent Study in English (1-3 hours)

Prerequisite: Consent of Advisor.

A study in an area or subject not normally found in established courses, or a special study that allows the student to explore in greater detail a topic raised in established English courses.

ENGL 407. Advanced Topics in World Literature (3 hours)

Prerequisites: LBST 175, 180, or equivalent; one literature course.

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. There will be required supplemental reading, in addition to a substantive research paper that will be required of those taking the course at this level. Theories and key concepts of comparative literature will also be introduced and discussed. (Students who have completed ENGL 407 may enroll in an additional section of ENGL 407 only when a different topic is addressed.)

ENGL 447. Advanced Topics in English Literature (3 hours)

Prerequisites: LBST 175, 180, or equivalent; one literature course.

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. There will be required supplemental reading, in addition to a substantive research paper that will be required of those taking the course at this level. Theories and key concepts of comparative literature will also be introduced and discussed. (Students who have completed ENGL 447 may enroll in an additional section of ENGL 447 only when a different topic is addressed.)

ENGL 477. Advanced Topics in U.S. Literature (3 hours)

Prerequisites: LBST 175, 180, or equivalent; one literature course.

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. There will be required supplemental reading, in addition to a substantive research paper that will be required of those taking the course at this level. Theories and key concepts of comparative literature will also be introduced and discussed. (Students who have completed ENGL 477 may enroll in an additional section of ENGL 477 only when a different topic is addressed.)

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. Integrated lecture/laboratory. Laboratory fee.

ENVS 215. Environmental Impacts and Living Systems (3 hours)

Prerequisites: MATH 120 or equivalent; SCIE 100 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. An interdisciplinary

approach, grounded in biological conservation, toxicology and the principles of environmental sustainability, is taken in a study of direct and indirect causal factors and consequences associated with such impacts as deforestation, pollution and over-exploitation of natural resources. Actual case studies from different parts of the world feature in this integrated lecture and laboratory course. Laboratory fee.

ENVS 390. Topics in Environmental Sustainability (3 hours)

Prerequisites: MATH 120 or equivalent; SCIE 100 or equivalent.

Recommended: ENVS 210 or ENVS 215.

Students will study some significant topic within the interdisciplinary field of environmental science, which is not available through other program offerings, with an emphasis on issues of sustainability. Laboratory fee.

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 course will include activities designed to assist adults in the process of developing effective skills and strategies for succeeding in college, and will help students access human and technological resources. 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.

FDLS 150. Principles of Self-Renewal (3 hours)

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

FDLS 170. Fundamentals of Research Methods (3 hours)

Prerequisite: FDLS 110, 130 or equivalent.

A course that introduces participants to qualitative and quantitative research methods, data collection and analysis techniques, and other documentation procedures necessary for college level research. A review of various approaches to research papers and projects will be presented. Topics will include procedures for developing research questions and hypotheses, identifying relevant sources, compiling bibliographies, outlining, writing, and editing the reports. The Publication Manual of the American Psychological Association will serve as the editorial style manual. Participants will complete a research paper using the skills taught in the course.

GEOGRAPHY (GEOG)

GEOG 301. Geographic Concepts (3 hours)

Prerequisite: LBST 175, 180 or equivalent.

Geographic Concepts focuses on world and regional geography with an emphasis on differences in physical and human geography by location. The course also introduces map and chart reading skills, techniques used in the study of geography, and the basic geographical concepts and vocabulary necessary for improving geographical knowledge and awareness.

HISTORY (HIST)

HIST 101. Civilization of the Western World I (3 hours)

Civilization of the Western World I is an introductory survey of the civilization of the ancient Near East and Mediterranean World, followed by a more extended survey of the rise of civilization in Western Europe through the period of the Reformation. Emphasis is on social, intellectual, religious, and institutional development.

HIST 102. Civilization of the Western World II (3 hours)

Civilization of the Western World II is an introductory survey beginning with the 17th century and continuing to modern times. Particular attention is paid to major political, economic, social, and cultural movements in Europe and how those developments affected non-Western areas through intercultural contacts and the establishment of the colonial system.

HIST 200. Topics in 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 210. Topics in American History (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

This is a study of one or more significant political, cultural, religious, social, economic, or ideological topic in American history.

HIST 220. Topics in European History (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

This is a study of one or more significant political, cultural, religious, social, economic, or ideological topic in European history.

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.

HIST 367. The South after Reconstruction (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

The South after Reconstruction studies the period from Reconstruction to the present, with emphasis on the New South movement, agrarian unrest, and the civil rights movement.

HIST 368. Georgia History (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

Georgia History provides a political, economic, social, and cultural survey of Georgia from its founding to the present.

HIST 390. Special Topics in History (1-3 hours)

Prerequisite: consent of program coordinator.

Special Topics in History is a study of some significant topic in history which is not available through other standard program offerings.

HIST 410. Advanced Topics in American History (3 hours)

Prerequisites: LBST 175, 180, or equivalent; one history course.

This is a study of one or more significant political, cultural, religious, social, economic, or ideological topic in American history. Meets with HIST 210. It will have additional reading and discussion component and will require a substantive research paper. (Students who have completed HIST 210 may enroll in HIST 410 only when a different topic is addressed.)

HIST 420. Advanced Topics in European History (3 hours)

Prerequisites: LBST 175, 180 or equivalent; one history course.

This is a study of one or more significant political, cultural, religious, social, economic or ideological topic in European history. Will have additional reading and discussion component and will require a substantive research paper. (Students who have completed HIST 220 may enroll in HIST 420 only when a different topic is addressed.)

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: Materials Development (3 hours)

Prerequisites: HRAD 250, 350.

Students will focus on the concepts that lead to effective application of learning theory and training needs to develop comprehensive curricula and to design written, oral, and electronic materials which will deliver instructional objectives.

HRAD 375. Instructional Design and Delivery Strategies II: Organizing Training (3 hours)

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: E-learning (3 hours)

Prerequisites: HRAD 365, 375; 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 202. Introduction to Human Services (3 hours)

The purpose of this course is to examine human services institutions and their delivery systems. Historical, philosophical, and social influences on the human service profession are explored. A survey is made of the field, and vocational choices are clarified.

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 275. Field Services Practicum (3 hours)

Prerequisites or Corequisites: LBST 175, 180 or equivalent; HSRV 202 or the introductory course in a related major.

The Human Services Practicum is a semester long, sophomore level course designed to provide the student with an opportunity to gain foundational experience in a practical Human Services setting. Students will also focus on application of the *Ethical Standards for Human Services Professionals*. At the end of the Human Services Practicum experience students will have completed 120 contact hours at one human services agency. Note: Grade of satisfactory (S) or unsatisfactory (U).

HSRV 306. Research Methods for Social Sciences (3 hours)

Prerequisites: HSRV 202; LBST 175, 180 or equivalent.

Students will be introduced to the basic methods, techniques, and procedures of social scientific research. Emphasis will be placed on both the qualitative and quantitative methods employed in basic and applied social science research.

HSRV 311. Substance Abuse (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

This course is an examination of the current and historical patterns of alcohol and drug

use, abuse, and control. Specific emphasis will be given to patterns of usage as well as the types and kinds of programs used by helping agencies and other organizations in the treatment and rehabilitation process.

HSRV 316. Methods of Substance Abuse Treatment (3 hours)

Prerequisites: HSRV 311; LBST 175, 180 or equivalent.

Students will examine the current and historical methods of substance abuse treatment. Treatment goals that support abstinence and the development of a positive personality and lifestyle changes will be reviewed as well as treatment methods, including topics such as coexisting disorders, Cognitive-Behavioral Therapy (CBT), the recovery process, and patient-treatment matching. Specific emphasis will be given to understanding the tendency toward relapse.

HSRV 330. Conflict Resolution and Problem Solving (3 hours)

Prerequisites: HSRV 230; LBST 175, 180 or equivalent.

Students will build on the interpersonal relationship skills learned in HSRV 230. Introduction to Interpersonal Relations. Confrontation, problem solving, goal setting, and evaluation strategies will be explored. Emphasis will be placed on individual and group facilitative relationships in the professional workplace.

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 360. Administration and Supervision (3 hours)

Prerequisite: HSRV 202; LBST 175, 180 or equivalent.

Administration and supervision is a study of the concepts and methods of administration and supervision. Emphasis will be placed on development of techniques related to program planning and evaluation, leadership, staff development, and organizational assessment.

HSRV 370. Generalist Case Management (3 hours)

Prerequisites: HSRV 202 or the introductory course in a related major; LBST 175, 180 or equivalent.

The purpose of this course is to give students a foundation in case management competencies. Topics and functions to be addressed include: historical perspective, models of case management, planning and assessment, coordination of services, and interviewing techniques.

HSRV 380. Grantmaking for the Social Services (3 hours)

Prerequisites: HSRV 202 or the introductory course in another major; LBST 175, 180 or equivalent.

Addressed are key issues in the principles and techniques of the grantseeking and grant-making processes. Topics covered include different types of foundations and grant awards, research options, grant research method, development of program objectives and means, and components of a proposal packet.

HSRV 381. Advanced Grantmaking (3 hours)

Prerequisites: HSRV 202, 380; LBST 175, 180 or equivalent.

Students will gain the practical knowledge and skills involved in advanced grantmaking

with an emphasis on writing a complete grant and exploring the interrelationships of grantmaking, program planning, and evaluation.

HSRV 390. Special Topics in Human Services (1-3 hours)

Prerequisites: HSRV 202; LBST 175, 180 or equivalent.

A significant topic in human services which is not available through other program offerings will be studied in the classroom setting.

HSRV 395. Independent Study in Human Services (1-3 hours)

Prerequisite: Consent of advisor.

This course offers study in an area or subject not normally found in established courses or a study that allows the student to explore in greater detail a topic raised in established human services courses.

HSRV 401. Multicultural Issues and Professional Practice (3 hours)

Prerequisites: HSRV 202; LBST 175, 180 or equivalent.

This course offers an introduction to multicultural issues and professional practice in the field of Human Services. Emphasis will be placed on populations whose racial, social, cultural backgrounds, physical abilities, or language differ from those of mainstream United States population. Additional emphasis will be placed on the published ethical guidelines for human service providers with emphasis on professional practice.

HSRV 415. Older Adults in the 21st Century (3 hours)

Prerequisite or corequisite: LBST 175, 180; 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.

HSRV 475. Human Services Internship (3 hours)

Prerequisites: senior status; advance request; consent of program coordinator; LBST 175, 180 or equivalent.

The human services internship program is designed to provide the student with an opportunity to apply academic training in practical human services settings. Requests for internships must be made in advance and approved by the program director. Internships will be jointly supervised by college staff and officials of the participating agency. Human services internships are open only to human services majors. Note: Grade of satisfactory (S) or unsatisfactory (U). Special fee.

HSRV 476. Human Services Internship (1-6 hours)

Prerequisite: HSRV 475.

This course is designed to provide students with opportunities to continue using the skills and knowledge developed in HSRV 475. See the HSRV 475 course description for requirements. Note: Grade of satisfactory (S) or unsatisfactory (U).

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; LBST 175, 180 or equivalent; INFM 210.

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 Suites (3 hours)

Prerequisite: 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 deliv-

ery; 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 LBST180. Writing, Education, and Vocation Seminars

LBST 175 and 180 are linked courses focused on developing the writing skills necessary for college. The writing process is taught within the context of students’ personal experience and professional interests, engaging a discussion of the demands of work and culture. Combined, the seminars provide the time needed (two eight week sessions) to practice techniques ranging from writing personal narratives to research papers. Students must register for both courses within the same semester.

(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 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 210. The Idea of the University (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course introduces the different conceptions of higher education that shape our understanding of the curriculum of a university. Students will read and discuss works

which address the roles of concepts such as paideia, the liberal arts, culture, citizenship, Wissenschaft, and globalization in higher education. After considering various "stories" of what a university education consists of, students will be asked to construct an individual degree program and to build their own "stories" about the idea of the university.

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 primary 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)

Prerequisites: 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;" "Studies of Cross-Cultural Cooperation and Conflict."

LBST 303. Issues of Justice in a Global Community (3 hours)

Prerequisites: 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.

LBST 350. Critical Theory and Liberal Studies (3 hours)

Prerequisites: LBST 175, 180 or equivalent;

Prerequisite or Co-requisite: LBST 210.

This seminar seeks to engage a community of learners across different areas of concentration in a study of the role of critical theory in interdisciplinary study and in the public sphere. Possible topics include, but are not limited to: "Interpreting Meaning," "Analyzing Power," and "Interrogating Ethics."

LBST 390. Special Topics in Liberal Studies (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A cross-disciplinary study of some significant topic in the general area of liberal studies which is not available through other program offerings.

LBST 490. Advanced Reading Seminar (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Either an interdisciplinary, in-depth study of a single author whose work and writings have focused on globally significant sociological, cultural, historical, and/or scientific issues over the course of time or the study of a work that has provoked critical and creative responses over time. This course is designed for students who wish to pursue the close reading of an author or work while simultaneously broadening their scopes of study to the author and subject, as well as the intellectual movements influenced and affected by the author or work under discussion. This course may be repeated for credit if it covers a different author or work.

LBST 498. Liberal Studies Capstone (3 hours)

Prerequisites: LBST 175, 180 or equivalent, 210, and 350.

Limited to Liberal Studies majors in the final semester of their program.

Varying topics will be addressed in an interdisciplinary fashion, with an emphasis on articulating, analyzing, and interpreting the ways we envision ourselves in our everyday practices with others. In this context, students will also share with each other, in a portfolio, the ways in which their chosen fields of inquiry have shaped their sense of themselves in relation to the world around them.

MATHEMATICS (MATH)

MATH 120. Basic Algebra (3 hours)

Prerequisite: adequate 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 129. Modeling Functions with Graphs and Tables (3 hours)

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

This course provides students with an appreciation of the importance of mathematical modeling in a scientifically-oriented society. This is accomplished by emphasizing the mathematics of life experiences, and hence making mathematical content contextual in nature. The course covers the following topics: Modeling of linear, exponential, polynomial, power, and rational functions using technology (Graphing Calculator) as a leading tool.

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 140. Applied Mathematics (3 hours)

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

This course explores a variety of topics in mathematics by investigating how they are related to and used in everyday experiences, with a focus on the development of reasoning skills and problem solving abilities. Topics include sets, numeration systems and number theory, geometry, mathematics of finance and voting, combinatorics, probability, and statistics.

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 graphing calculator is required.

MATH 160. College Geometry (3 hours)

Prerequisite: MATH 120 or consent of program coordinator.

This survey of Euclidean geometry emphasizes constructions, as well as direct and indirect methods of proofs. The course also includes an introduction to solid geometry.

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, adequate mathematics proficiency assessment score, or consent of program coordinator.

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

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 282. Calculus for the Social and Life Sciences II (3 hours)

Prerequisite: MATH 181.

The course discusses related rates, applications of the exponential and logarithmic functions, the definite integral, and integration techniques. A graphing calculator is recommended.

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 390. Special Topics in Mathematics or Mathematics Education (2-3 hours)

Prerequisite: consent of program coordinator.

This course is a study of a significant topic in mathematics or mathematics education which is not available through other program offerings.

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.

MODERN FOREIGN LANGUAGES

FRENCH (FREN)

FREN 101. Elementary French I (3 hours)

The basics of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language.

FREN 102. Elementary French II (3 hours)

Prerequisite: FREN 101.

Elementary French II is a continuation of the subjects presented in FREN 101 with an emphasis on reading comprehension.

GERMAN (GERM)

GERM 101. Elementary German I (3 hours)

The basics of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language.

GERM 102. Elementary German II (3 hours)

Prerequisite: GERM 101.

This course is a continuation of the subjects presented in GERM 101 with an emphasis on reading comprehension.

SPANISH (SPAN)

SPAN 101. Elementary Spanish I (3 hours)

The basic elements of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language.

SPAN 102. Elementary Spanish II (3 hours)

Prerequisite: SPAN 101.

Elementary Spanish II is a continuation of the subjects presented in SPAN 101 with an emphasis on reading comprehension.

SPAN 390. Special Topics in Spanish (1-3 hours)

A study of some significant topic in Spanish or in Latin American area studies which is not available through other program offerings.

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)

Prerequisite: SCIE 100 or other lab science course.

Students will study normal nutrition needs throughout the human life cycle and application of good nutrition principles for wellness and nutrition therapy. Students will also examine diet modifications that are recommended for disease states in the major organ systems and the rationale for these modifications. Alterations in normal feeding practices and evaluation of nutrition status will be analyzed.

ORGANIZATIONAL LEADERSHIP (ORGL)

ORGL 210. Foundations of Leadership

(3 hours)

Students will examine, from individual, interpersonal, group and organizational points of view, the type of leadership that is required to create and maintain high levels of performance in organizations. Students will be encouraged to assess their own leadership style and to develop a leadership action plan.

ORGL 315. Communication for Effective Leadership

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your major.

Students will learn the role of communication in effective leadership. Developing skills in counseling, interviewing, conducting meetings, and using presentation software will be included. The course will involve a brief study of theories and methods in the field of public relations as they apply to creating and maintaining positive interaction with internal and external constituents of the organization.

ORGL 320. Human Behavior in Organizations

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your major.

Students will focus on the concepts that provide a foundation for the understanding of individual and group behavior in profit, nonprofit, and voluntary organizations, with special emphasis on typical interpersonal and leadership relationships.

ORGL 330. Budgeting for Nonfinancial Leaders

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; general education math requirement; ORGL 210 or the introductory course to your major.

Students will learn effective budgeting and fiscal methodologies used by nonfinancial leaders to support the mission and goals of the organization. Students will examine budgeting processes, explore the relationship between expense and income, and analyze financial reports to assess the financial health of the organization.

ORGL 335. Contemporary Global Issues

(3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your major.

Students will examine the impact of current social, economic, political, technological, and

other contemporary issues, including historical perspectives, on the role of leaders in a world that is becoming increasingly complex.

ORGL 350. Values, Ethics, and Leadership Practice (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to your major.

Students will examine the role of values in ethical decision making and in determining the moral obligations of leaders and followers. The course also places an emphasis on critical analysis and the application of ethical principles to contemporary leadership decisions and actions.

ORGL 355. Leadership in Nonprofit Organizations (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course in your major.

Students will be introduced to the roles and duties of a leader, supervisor, or governing board member of a nonprofit organization. Students will review theory and investigate specific methods of behavior of nonprofit organization leaders.

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 organizational 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 hours)

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.

PHIL 390. Special Topics in Philosophy (3 hours)

Prerequisite: LBST 175, 180 or equivalent.

Special Topics in Philosophy is a study of some significant topic in philosophy which is not available through other program offerings.

PHYSICAL SCIENCE (PHYS)

PHYS 106. Earth Systems Science (3 hours)

Prerequisite: SCIE 100 or equivalent.

The goal of this course is to obtain scientific 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 the higher level Physical Science courses and ENV5 210. Integrated lecture. Laboratory fee.

PHYS 220. Astronomy and the Universe (3 hours)

Prerequisite: SCIE 100 or equivalent.

Students will study the history of astronomy, the Solar system, and stellar and galactic

astronomy. Both descriptive and mathematical approaches will be used. Students will use astronomy to discuss how scientific theories are established and revised or disproved by new data and methods. Integrated lecture/laboratory course. Laboratory fee.

PHYS 225. Meteorology (3 hours)

Prerequisite: SCIE 100 or equivalent.

This course is designed to provide students with an understanding of basic meteorological concepts. The Earth's atmosphere will be discussed from chemical, physical, practical and mathematical perspectives. Topics will include measuring atmospheric characteristics, storm development, and weather forecasting. Integrated lecture/laboratory course. 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.

POLS 200. Government at the State and Local Levels (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

The intergovernmental relations in the federal system as well as the organization, functions, and politics of state and local governments are key components.

POLS 395. Special Topics in Political Science (1-3 hours)

Prerequisites: Consent of program coordinator; LBST 175, 180 or equivalent.

Students will study some significant topic in political science which is not available through other program offerings.

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 & 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 (1-3 hours)

Prerequisites: consent of advisor; LBST 175, 180 or equivalent.

Students will study an area or subject not normally found in established courses. Students may also explore in greater detail a topic raised in established public safety courses.

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: PSFT 470; LBST 175, 180 or equivalent.

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 225. Prenatal through Adolescent Development (3 hours)

Prerequisite: PSYC 111.

An introduction to research methodologies and theories of developmental psychology that focuses on the physiological, cognitive, and psycho-social components of the human development prenatal period through adolescence.

PSYC 226. Adult Development (3 hours)

Prerequisite: PSYC 111.

An introduction to research methodologies and theories of developmental psychology that focuses on the physiological, cognitive, and psycho-social components of the human development early adult period to death.

PSYC 227. Lifespan Development (3 hours)

Prerequisite: PSYC 111.

Students will study cognitive, emotional, physical and social growth and maturation during the human lifespan from conception through death. Students will examine principles of development as well as traditional and contemporary theorists and theories.

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 with 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 358. Psychology of Religion (3 hours)

(Cross-listed as RELG 358)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or consent of program coordinator.

Students will study the religious dimensions of human experience with attention given to the contributions of modern psychology, to the major theorists, and to the central forms of religious experience and expression.

PSYC 360. Psychopathology (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Students will examine the major categories of behavior pathology. The course will focus on the principles of etiology, as well as therapy for different diagnoses. Particular emphasis is placed on the Diagnostic and Statistical Manual of Mental Disorders (latest edition).

PSYC 361. Group Process and Practice (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Theory and research of group dynamics and process are presented. Topics studied include group formation, stages of development, process, diversity, and leadership.

PSYC 365. Current Psychotherapies (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

The major theoretical systems of psychotherapy are reviewed, and emphasis is placed on the techniques, practices, and assumptions of each theory. Points of convergence and divergence of the theories are presented, and their strengths and weaknesses of use with different populations are studied.

PSYC 371. Psychology of Women (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Students will explore the issues of female gender from the point of view of psychological biological, and sociological theorists. The nature of the archetypical representation of the feminine as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes which have created past conflicts.

PSYC 373. Psychology of Men (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Students will explore the issues of male gender from the point of view of psychological biological, and sociological theorists. The nature of the archetypical representation of the male as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes which has created past conflicts.

PSYC 388. Human Sexuality (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

Students will explore the biological, psychological, and sociological aspects of human sexuality. Discussion will include the biological male and female, human sexual response, contraception, choices of sexual conduct and behavior, and other related topics.

PSYC 390. Special Topics in Psychology (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111.

A significant topic in psychology which is not available through other program offerings will be studied in the classroom setting.

PSYC 395. Independent Study in Psychology (1-3 hours)

Prerequisites: consent of advisor; LBST 175, 180 or equivalent.

Directed Study in Psychology offers study in an area or subject not normally found in established courses or a study that allows the student to explore in greater detail a topic raised in established psychology courses.

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 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 120. Introduction to the Old Testament (3 hours)

An introduction to the literature of the Hebrew Bible as the developing expression of the faith and history of ancient Israel and as a foundational document for western culture. Particular attention will be given to the development of the literature in light of its historical and cultural context.

RELG 130. Introduction to the New Testament (3 hours)

The student will be introduced to the literature of the New Testament as the multifaceted witness to the origin and development of the early Christian community. Attention is given both to the nature of the literature and to the experiences it reflects through its portrait of the life and teaching of Jesus and the development of the early church.

RELG 200. History of Christianity (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

A survey of the major events and personalities in the development of the Christian tradition from the New Testament period to the present.

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.

RELG 301. Introduction to Christian Theology (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

An introduction to the perspectives, processes, and products of the church's interpretation of its faith. Attention will be given to theological method, to the major doctrines, and to the constructive task of interpreting Christian faith for the twenty-first century.

RELG 336. Christian Social Ethics (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

A study of the biblical and historical foundations of Christian decision making and the contemporary issues where these decisions are made. Attention will be given to ethical theory in general and to the specific features of Christian decision making in particular as they apply to moral, social, political, and economic issues.

RELG 356. Sociology of Religion (3 hours)

(Cross-listed as SOCI 356)

Prerequisites: LBST 175, 180, or equivalent; SOCI 111 or consent of program coordinator.

A study of religion in culture and society with special attention to its relationship to social patterns and structures. Emphasis is placed upon the use of sociological methods to understand the religious dimension of life.

RELG 358. Psychology of Religion (3 hours)

(Cross-listed as PSYC 358)

Prerequisites: LBST 175, 180, or equivalent; PSYC 111 or consent of program coordinator.

Students will study the religious dimensions of human experience with attention given to the contributions of modern psychology, to the major theorists, and to the central forms of religious experience and expression.

RELG 390. Special Topics in Religion (1-3 hours)

Prerequisites: at least 6 hours of work in religious studies or consent of program coordinator; LBST 175, 180, or equivalent.

An elective course in an advanced area of biblical, historical, or theological study. Topics will vary according to the availability of resources and the needs/ interests of students currently in the program.

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)

Prerequisite: 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)

Prerequisite: SCIE100 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)

Prerequisite: 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 240. Popular Cultural Forms and Society (3 hours)

(Cross-listed as COMM 240)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

An analysis and interpretation of popular forms of culture and communication. Emphasis will be placed on understanding the ways that everyday behavior and artifacts are imbued with cultural meanings that transcend functional purpose. Case studies will vary but special attention may be paid to such topics as fashion, popular music, Hollywood movies, and popular genres of literature (science fiction, mystery, or romance).

SOCI 251. Communication and Society (3 hours)

(Cross-listed as COMM 251)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

Students will examine the role that communication has played in the transformation of society. Beginning with the work of Walter Ong, the course traces the impacts of oral, writ-

ten, print, and image technologies on ancient, medieval, and modern society. This history is used to suggest how contemporary technologies will change the ways in which we organize ourselves and communicate with the world around us.

SOCI 253. Gender Relations (3 hours)

(Cross-listed as COMM 253)

Prerequisites: LBST 175, 180 or equivalent.; PSYC 111 or SOCI 111.

Students will study the relationships between males and females, examining the ways in which gender relationships both reflect cultural views of gender (roles and stereotypes) and shape individual gender identities and behaviors in particular social contexts (families, schools, media, the workplace, and other institutions).

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 321. Social Change (3 hours)

Prerequisites: LBST 175, 180 or equivalent; SOCI 111.

Social change is an analysis of the theories, perspectives, and strategies related to social change. Attention will be given to the impact of social change on the values, ideas, the communities, and societal structures in the United States. Processes related to the role of the change agent in society will be considered.

SOCI 326. Sociology of Community (3 hours)

Prerequisites: LBST 175, 180 or equivalent; SOCI 111.

The community as a social system composed of relationships among individuals, groups, and organizations will be analyzed. Basic sociological principles are applied in a study of community types, functions, power structures, as well as the assessment of community needs. Special attention is given to the application of community organization principles to fulfill the community needs and to develop local groups to address those needs.

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.

SOCI 345. Mass Media and Society (3 hours)

(Cross-listed as COMM 345)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or SOCI 111.

A critical analysis of the impacts and effects of mass media on contemporary society. Special attention will be given to the impact of media on social roles and relationships.

SOCI 356. Sociology of Religion (3 hours)

(Cross-listed as RELG 356)

Prerequisites: SOCI 111 or consent of program coordinator; LBST 175, 180 or equivalent.

A study of religion in culture and society with special attention to its relationship to social patterns and structures. Emphasis is placed upon the use of sociological methods to understand the religious dimension of life.

SOCI 380. Social Theory (3 hours)

Prerequisites: LBST 175, 180 or equivalent; SOCI 111.

Students will examine the major theoretical developments in the field of sociology from the nineteenth century to the contemporary period. The use of social theory for research and the analysis of social relations will be considered.

SOCI 390. Special Topics in Sociology (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent; SOCI 111.

A significant topic in sociology which is not available through other program offerings will be studied in the classroom setting.

SOCI 395. Independent Study in Sociology (1-3 hours)

Prerequisite: consent of advisor; LBST 175, 180 or equivalent.

Directed Study in Sociology offers study in an area or subject not normally found in established courses or a study that allows the student to explore in greater detail a topic raised in established applied sociology courses.

Graduate Studies

Mercer University is committed to providing graduate degree programs, as well as undergraduate and professional education. Mercer offers programs leading to numerous graduate degrees including:

Stetson School of Business and Economics (specific programs offered in Macon, Atlanta, Savannah, and/or Henry County)

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

School of Engineering (specific programs in Macon or through distance learning)

- Master of Science
- Master of Science in Engineering

Tift College of Education (specific programs offered in Macon, Atlanta, Savannah, Forsyth, Newnan, Douglas, and/or Henry County)

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

Townsend School of Music (Macon)

- Master of Music (Conducting, Performance, Church Music)

Townsend School of Music and McAfee School of Theology (Macon/Atlanta)

- Master of Divinity with a Concentration in Church Music

College of Continuing and Professional Studies (Atlanta)

- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Master of Science in Clinical Mental Health/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

Georgia Baptist College of Nursing (Atlanta)

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

School of Pharmacy and Health Sciences (Atlanta)

- Master of Medical Science (Physician Assistant)
- Doctor of Physical Therapy
- Doctor of Philosophy in Pharmaceutical Sciences

School of Medicine (Macon)

- Master in Family Therapy
- Master of Public Health
- Master of Science in Anesthesia

McAfee School of Theology (Atlanta)

Master of Divinity

with various concentrations and joint degree options

Master of Arts in Christian Ministry

Doctor of Ministry

Admission to Graduate Study

All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school which sponsors the desired degree program. Certain basic qualifications must be met for admission to graduate programs. All programs require that students hold a bachelor's degree from an accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

International students must provide a complete record of all previous schooling. This must include a record of secondary schooling that shows the dates attended, grades achieved or examinations passed, and the student's rank in class, if available. Official transcripts must be accompanied by a certified English translation. Three reference letters, preferably from instructors in the undergraduate school(s) attended, are required, along with a personal vita which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted.

Proficiency in English must be established in one of the following ways:

1. Qualified students who present a score of 550 or above on the TOEFL (213 or above on the computer version) will be admitted to the University. For students who desire additional language study after being admitted to the University, English Language Institute (ELI) short courses are available on the Atlanta campus in specific skill areas.
2. Qualified students who present a TOEFL score below 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 School of Engineering, the Stetson School of Business and Economics, the Georgia Baptist College of Nursing, the Townsend School of Music, and the College of Continuing and Professional Studies will be considered "full-time" for purposes of attendance and eligibility for financial aid, if they are enrolled for 9 credit hours in a semester (fall, spring, summer). Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University's Office of the Registrar for VA certification.

In the School of Medicine, students in the Master in Family Therapy and Master of Public Health programs are considered full-time if they are enrolled for 6 credit hours per semester in particular years of the program.

Full-time status in other graduate programs is outlined in the corresponding catalogs. Full-time status does not fall below 6 credit hours per semester for any graduate program.

Graduate Level Courses

Stetson School of Business and Economics

- 500-599: First-level graduate courses
- 600-699: Graduate courses designed for graduate students only
Courses are generally 3 credit hours each.

School of Engineering

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

Tift College of Education

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

Townsend School of Music

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

College of Continuing and Professional Studies

- 600-999: Master of Science and doctoral level classes

Georgia Baptist College of Nursing

- 600-799: Master of Science level classes

College of Pharmacy and Health Sciences

500-699 Master of Medical Science

School of Medicine

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

McAfee School of Theology

500-999: Master of Divinity
Doctor of Divinity

Academic Standards

To maintain good standing in progress toward a degree, a graduate student must achieve a cumulative grade point average of at least 3.0 (B) on all courses taken for degree purposes. No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree.

Application for Degree

A student who expects to qualify for a degree must apply for the degree in the Office of Enrollment Services by the date specified in the University Calendar.

Thesis and Dissertation Requirements

Some master's degree programs and the Doctor of Divinity program require, or provide an option, that each degree candidate write a thesis as part of the degree program. A dissertation is required of all candidates for the Doctor of Philosophy degree. Students who are writing a thesis or dissertation should obtain, from their graduate directors, a copy of the regulations for preparing and submitting a thesis or dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the school, a thesis or dissertation should be submitted to the Provost of the University, accompanied by a receipt indicating payment of all applicable graduation and thesis/dissertation fees.

Behavioral Integrity

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms require a respect for the rights of all in the community. Disruption of the educational process, academic dishonesty, destruction of property, and interference with the orderly process of the University or with the rights of members of the University will not be tolerated. Violations of these rights will be addressed through procedures established by the dean of each graduate program or, in the case of academic dishonesty, by the procedures of the Graduate Honor System.

Graduate Honor System

Academic integrity is maintained through an honor system. The Graduate Honor System is governed by policies established by the University Graduate Council. It draws upon the traditions of integrity and academic freedom - a freedom within the academic community which is based on a trust between students and faculty. The Honor System imposes upon each student the responsibility for his or her own honest behavior and assumes that each student will report any violations of the Honor Code.

The Graduate Honor System is administered by an honor committee composed of five members of the graduate faculty who are responsible for decisions regarding alleged violations. The committee's decisions are binding on the student involved but may be appealed to the chief academic officer of the University.

The Eugene W. Stetson School of Business and Economics

GRADUATE PROGRAMS

The Eugene W. Stetson School of Business and Economics (SSBE) offers the Master of Business Administration degree through three programs: the Master of Business Administration (MBA), the Executive Master of Business Administration (EMBA), and the Professional Master of Business Administration (PMBA) programs. The MBA program is offered on the Cecil B. Day Campus in Atlanta and on the Macon campus. The EMBA program 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) is offered in Atlanta.

These graduate programs are pragmatic in focus, with extensive use of applied experience in instruction. This approach encompasses a mixture of lectures, case analyzes, and seminars. Each method of teaching is used to accomplish the objectives of a specific class and to foster students' abilities 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.

The programs' class schedules respond to the needs of non-traditional, commuter students, but cross-registration among the degree programs is generally not permitted. Individuals with a bachelor's degree from an accredited institution and four years of work experience may apply to the PMBA program. The admission of each applicant will be determined by the Eugene W. Stetson School of Business and Economics Admissions Committee.

For information on these graduate programs, people may write to or call the Stetson School of Business and Economics, Mercer University, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341 [phone: (678) 547-6417].

Accreditation

The SSBE is accredited by AACSB International: The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; www.aacsb.edu.

Graduate Program Policies and Procedures

1. Eligibility for Admission:

An applicant seeking graduate admission must have a bachelor's degree, which demonstrates an acceptable level of scholarship, from a regionally accredited institution of higher learning. The degree may be in any discipline. A graduate of a foreign school of higher learning must be able to document that his/her 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 applicants to the PMBA at least four years of managerial level work experience to receive consideration for admission. Applicants who have

been previously dismissed from an SSBE degree program are not eligible for admission to any other SSBE degree program.

2. Application:

To be considered for admission, MBA, EMBA, and PMBA applicants must submit a completed application form, which must be accompanied by a \$50 non-refundable fee (\$100 for international applicants). Applications for the MBA may be obtained from the Stetson School of Business and Economics in either Atlanta or Macon. EMBA and PMBA applications are available through the Atlanta Stetson School of Business.

3. Transcripts:

All applicants must submit, to the Office of Admissions, two official transcripts from each collegiate institution they previously attended. 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 or One-Year Day Master of Business Administration and the Master of Accountancy (MAcc) or the Joint MBA/MAcc

Guaranteed Admission to the Flexible or One-Year Day Master of Business Administration or the Master of Accountancy 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:

1. 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.
2. 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 of all business core curriculum courses, and a 3.0 grade point average of all business core curriculum courses at Mercer must be maintained.
3. Earned a minimum grade of C in all business course work at Mercer.

5. Enrollment Deposit:

EMBA/PMBA applicants who are accepted to the program and intend to enroll should submit a non-refundable \$500 deposit for the Atlanta EMBA program and PMBA programs.

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 for Non-Mercer Students:

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. The requirements for transcripts and admission test scores are waived.

8. Transfer and Transient Credit for Mercer Students:

Mercer students may receive credit for graduate courses taken at other institutions, either as transfer or transient credit, in the MBA program. The number of hours accepted as transfer and transient credit may not exceed six 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 that is 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) a minimum grade of B was received in each course; (5) the courses were completed within the five years prior to the student's enrollment in graduate studies at Mercer; and (6) other restrictions, as set by the graduate faculty. Courses taken for a previously-earned degree may not be applied toward the MBA or MAcc degrees.

If 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.

Within six months of his/her initial enrollment, a student should submit, to the program director, a written request for consideration of transfer credit. 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, course outlines, and an official transcript.

Students who wish to earn transient credit from another college must have prior approval from the appropriate program director in order 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 that must be approved by the program director.

9. Readmission:

A student who withdraws from Mercer while on academic warning or probation, or who has not completed a course in at least one calendar year, and who wishes to reenter Mercer, must request readmission, in writing, from the program direc-

tor. 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:

Requests for exceptions to policies 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 requests/appeals will be reviewed by the Students Committee, which will make a recommendation to the appropriate dean. Appeals for reconsideration of a recommendation or a decision by the Students Committee must be presented in writing to the dean.

11. Degree Requirements:

To earn an MBA degree, a student must successfully complete at least 39 semester hours of coursework (not including foundation courses), as specified by the program of study. Students in the EMBA and PMBA programs of study must complete 48 semester hours, as specified by the program of study.

In all courses taken in residence and considered for graduation, and also specifically in the elective courses in the personal portfolio of study, each student must achieve a cumulative GPA of at least 3.0. No course in which a student earned a grade of less than C, and no more than six semester hours in which a student earned grades of C or C+ are permitted in the graduate coursework and will count toward graduation requirements. No more than six semester hours in which a student earned a grade of less than B may be repeated for credit in the graduate programs.

Courses taken for another previously-earned degree may not be applied toward any graduate degree at Mercer. The time-limit for completion of all coursework for a graduate degree is seven (7) years.

12. Residency Requirements:

To qualify for an MBA degree, each student in the MBA program must complete at least 33 semester hours of coursework (not including foundation courses) in residence. Students in the Executive MBA or Professional MBA program must complete 48 hours of coursework in residence. MAcc students must complete all required graduate level coursework (at least 30 hours) in residence.

13. Participation in Commencement Ceremonies:

Students who have met all degree requirements may participate in a commencement ceremony. Graduate students may also participate in commencement if they are within six hours or less of completing all degree requirements, including the minimum number of semester hours required, and if they meet the minimum graduation requirements for cumulative grade-point averages.

14. Graduate Academic Deficiency:

Unsatisfactory Academic Progress: Any student whose semester or cumulative grade-point average is below 3.0 is making unsatisfactory academic progress, and this 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 after the semester in which the student's semester or cumulative grade-point average falls below 3.0 and ends the semester in which the cumulative and semester grade-point average climb to 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 falls below 3.0.

Academic Probation: A student is placed on academic probation during 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 help a student to improve his/her academic standing, an 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, in writing, that the director of his or her program review the suspension.

Academic Exclusion: In the most serious cases of unsatisfactory academic progress, a student may be permanently excluded from the program.

Readmission After Academic Suspension: A student who wishes to be considered for readmission following a suspension must apply for readmission, 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 members 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 following policies, other relevant catalog information, the University's calendar, and the specific regulations of his/her degree program.

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA) PROGRAM

The PMBA program is conducted in four modules and four retreats. Students will study complementary business topics in thematically integrated courses varying in the number of credit hours. The PMBA may be offered onsite at various metro Atlanta locations or via a virtual format concurrently in Atlanta, Macon, and Savannah.

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.

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. Slinger, 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*

The Tift College of Education offers a Master of Education degree in Early Childhood Education at the Forsyth, Henry, Newnan, and Douglas County Centers. A Specialist in Education degree in Teacher Leadership is offered at the Henry and Douglas County Centers, and on the Atlanta Campus. A Master of Education in Higher Education Leadership and a Specialist in Education degree in Educational Leadership is offered at the Henry County, Douglas County, and Macon Centers and on the Savannah Campus. Ph.D. programs in Educational Leadership and in Curriculum and Instruction are offered at the Macon Center. Programs leading to certification are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

APPLICATION DEADLINES

For most programs in the Tift College of Education, applications (including official transcripts and other supporting materials) must be received by the following dates:

August 1 for Fall admission

December 1 for Spring admission

May 1 for Summer admission

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

GENERAL GRADUATE PROGRAMS POLICIES

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

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

All course work within the Tift College of Education reflects the faculty's recognition of students with diverse and special needs. Mercer's graduate programs are designed to prepare all teachers and educational leaders to plan appropriately for disabled, special needs, and other diverse populations.

Academic Standards for Graduate Students

Students in masters degree programs, in non-degree tracks, and in the Ph.D. in Educational Leadership program must earn a grade of B or better in all required classes and field experiences. Students in the Ed.S. degree programs or in the Ph.D. in Curriculum and Instruction must maintain a cumulative grade point average of 3.5 on a 4.0 scale. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not repeat an equivalent class at another college in order to replace a grade earned at Mercer.

Time Limitation in Completion of Requirements

A student in a graduate program must complete all degree requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Transfer Credits

There are certain conditions that must be met to transfer regular graduate credit to Mercer's graduate programs. The institution must be accredited and the student must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree sought at Mercer.

The work must be appropriate for the student's planned program. The maximum amount of transferred credit is limited to six semester hours for the M.Ed. program for teachers and for the Ed.S. in Teacher Leadership. For the Ed.S. program in Educational Leadership, up to six hours of transfer credit may be accepted. 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 a degree at Mercer (exception:

nine hours of an Ed.S. may be considered for transfer in the Ph.D. in Educational Leadership). No credit will be given for courses completed more than six years prior to the date on which the Mercer degree is to be conferred.

Admissions Appeals Policy

Prospective students who have been denied admission to any classification within the graduate program may appeal that decision in writing to the Associate Dean or a designated representative. Each appeal will be reviewed and decided upon by the faculty. Admission does not ensure satisfactory completion of the program selected nor recommendation for certification.

English Proficiency

An international student whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or a Certificate of Proficiency from an ELS Language Center. The minimum acceptable TOEFL score is 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 wish to submit an appeal to the Grade Appeals Committee. Grade appeals must be submitted in writing within thirty days after the grade has been issued.

Course Load

An academic load of 9 semester hours qualifies a graduate student for full-time status for financial aid. Requests for overloads beyond 9 hours must be approved by the Dean.

Code of Ethics for Educators

All 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.

Participation in Commencement Ceremonies

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

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

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

GRADUATE PROGRAMS IN TEACHER EDUCATION

MASTER OF EDUCATION DEGREE 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) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Admission to the Master of Education Program in Early Childhood Education

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

1. A bachelor's level teaching certificate in 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 raw score of 41 before October, 2004 OR 397 after October, 2004). 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.

Application Deadline

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

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

Goals of the Master of Education (M.Ed.) Degree in Early Childhood Education

The goal of the Early Childhood Masters of Education Program at Mercer University is to instruct and cultivate teachers to have an expanded philosophy of growth and change based on reliable knowledge and reflections on the best practices of teaching and learning. A further purpose is to prepare teachers with the ability to understand and apply

the skills of data analysis and action research that impact educational experiences for the young child. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, *The Transforming Practitioner*.

M.Ed. in Early Childhood Education Program Outcomes

Upon completion of the Early Childhood Education Master of Education Program, the candidate will:

Content and Process: To Know

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how these factors apply to the creation of supportive and engaging learning environments for early childhood students. (Understanding)
- Acquire a broad scope of understandings about curriculum design, development and implementation and the impact of this knowledge on the teaching and learning process. (Understanding)
- Explore and understand how young children differ in their capabilities and approaches to learning and how teaching strategies and the learning environment can be adapted to meet the diverse needs of students. (Diversity)

Application: To Do

- Design, implement and evaluate an integrated, developmentally appropriate curriculum to meet the social, behavioral, emotional, cognitive, and physical needs of the young child. (Practicing and Engagement)
- Demonstrate competency in developing, implementing and evaluating a broad spectrum of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into early childhood teaching and learning. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging and effective learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well being of the young child. (Collaboration and Advocacy)

Degree Requirements (30 semester hours)

Professional Studies (15 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 651	Contemporary Curriculum Practices in ECE

EDUC 690 Intro to Educational Research (fall only; to be taken the fall prior to degree completion)

EDUC 698 Research Project in Education (spring only; exit criteria; to be taken within last two semesters of program completion)

Choose one of the following:

EDUC 625 Culturally & Educationally Responsive Pedagogy

EDUC 618 Issues of Diversity: Language, Cognition, Culture* [required for ESOL endorsement]

Related Studies (15 semester hours)

Literacy Studies (6 hours)

EDUC 687 Reading Theory: Research & Best Practices in ECE Reading

EDUC 647 Preventing, Diagnosing, and Correcting Literacy Problems

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

EDMT 601 Problem Solving in Mathematics: ECE

EDMT 611 Theory of Arithmetic

Electives (Select 6 hours with advisor approval)

For a Reading Endorsement:

EDUC 662 Clinical Practicum (prerequisites: EDUC 647 and 687)

For an English to Speakers of Other Languages (ESOL) Endorsement:

EDUC 646 Methods of Teaching ESOL and

EDUC 648 Applied English Linguistics

*[Note: Candidates for the ESOL Endorsement must also complete EDUC 618 within the Professional Studies area above.]

Other Electives:

EDUC 615 Classroom Management & Applied Learning Strategies with ECE Special Needs Students

EDUC 639 Teaching Strategies/Classroom Environment for Active Learning/ECE

[600-level EDUC, EDEN, EDMT, EDSC, or EDSS elective(s) with advisor approval]

For an Endorsement in ECE Mathematics:

EDMT 677: Number Sense and Algebra in ECE

EDMT 678: Geometry, Measurement, and Data Analysis in ECE

EDUC 679: Mathematics Content Pedagogy

For an Endorsement in ECE Science:

EDSC 674: Conceptual Integrated Science I

EDSC 675: Conceptual Integrated Science II

EDUC 676: Integrated Science Methods with Residency

Exit Criteria for the Master of Education Degree

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

SPECIALIST IN EDUCATION 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 900, quantitative and verbal) or the Miller Analogies Test (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). 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 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, or ECE Science. Additional classes beyond the 30 hours for the Ed.S. may be required to complete the endorsement area.]

English to Speakers of Other Languages (ESOL) Endorsement (Henry County, Newnan, and Forsyth Centers)

An endorsement in English to Speakers of Other Languages (ESOL) is available to Tift College of Education students who hold a valid teaching certificate in any field. Successful completion of the three course sequence (with no grade below B) will lead to eligibility for an in-field endorsement in ESOL. The courses required for the endorsement are the following:

EDEN 648	Applied English Linguistics
EDUC 618	Issues of Diversity: Language, Cognition, & Culture
EDUC 646	Methods of Teaching English to Speakers of Other Languages

The ESOL endorsement sequence may be completed in a non-degree status or as electives within an M.Ed. or Ed.S. teacher preparation program.

Reading Endorsement (Henry County, Forsyth, Newnan, and Douglas County Academic Centers, and Atlanta campus only)

In addition to the M.Ed. in Early Childhood Education, the Tift College of Education offers a reading endorsement for teachers who hold a valid teaching certificate in Early Childhood or Early Childhood/Special Education. Successful completion of the three-course sequence of study with a GPA of at least 3.0 (with no grade lower than a B) will lead to eligibility for an in-field endorsement in reading and will provide the certified teacher with strengthened and enhanced competencies for teaching reading and literacy at the prerequisite certification level. The courses required for the in-field reading endorsement are:

EDUC 687.	Reading Theory: Research & Best Practices in ECE Reading
EDUC 647.	Preventing, Diagnosing, & Correcting Literacy Problems
EDUC 662.	Clinical Practicum (Spring)

ECE (K-5th) Endorsements in Mathematics or Science (Henry County and Douglas County Regional Academic Centers, Newnan, and Forsyth)

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

Exit Criteria for the Specialist in Education Degree in Teacher Leadership

The exit criterion for the Specialist in Education degree is successful completion of EDUC 790 Research for Practitioners.

DOCTOR OF PHILOSOPHY DEGREE IN CURRICULUM AND INSTRUCTION

The Ph.D. in Curriculum and Instruction program reflects those societal changes that are placing an ever increasing emphasis upon the evolving role of the professional educator. While traditional perspectives position the educator as an “expert teacher,” Mercer University recognizes the importance of preparing doctoral level students as Transforming Curriculum and Instructional Leaders. Based on this recognition, the Ph.D. in Curriculum and Instruction program is designed to prepare transforming curriculum and instructional leaders for local, state, and national levels. The fundamental goals of the program are designed to enrich the lives of all participating.

Goals and Program Outcomes of the Curriculum and Instruction Ph.D. Program

1. **To prepare researchers for university, P-12, and political arenas.**
 - a. The candidate uses knowledge in relation to curriculum, instruction, and/or teacher education. (To Know)
 - b. The candidate informs and educates those involved in making governmental policies and regulations at local, state, and/or national levels to support and improve curriculum and instruction. (To Do)
 - c. The candidate systematically reflects, both informally and formally, on the relationships between research and practice. (To Be)
2. **To enhance candidate knowledge of the learner.**
 - a. The candidate extends his/her knowledge of the cognitive, social/emotional, physical, and aesthetic development of the learner. (To Know)
 - b. The candidate advocates for the cognitive, social/emotional, physical, and aesthetic development of the learner in a variety of ways. (To Do, To Be)
3. **To develop curriculum leaders.**
 - a. The candidate will broaden his/her understanding and knowledge of the historical, philosophical, and theoretical foundations of planning, implementing, and evaluating curriculum. (To Know)
 - b. The candidate will articulate his/her philosophical and theoretical curricular position in multiple ways; understand the political and theoretical contexts for planning, implementing, and evaluating curriculum; and provide curriculum leadership at various levels (e.g., local, state, and national). (To Do, To Be)
4. **To develop instructional leaders.**
 - a. The candidate will construct appropriate and accurate knowledge of instructional strategies and techniques that incorporates critical analysis of current research and pedagogical approaches. (To Know)

- b. By demonstrating critical thinking and problem solving among educators, community agencies, and families, the candidate will provide instructional leadership for pedagogically sound and innovative practices in teaching. (To Do, To Be)

Admission Requirements

Candidates who are admitted to the Ph.D. in Curriculum and Instruction program should represent the highest in academic standards. Not all qualified applicants will be accepted. All admission requirements must be met with required documents on file prior to registration for the first course. The Ph.D. program in Curriculum and Instruction is offered as a cohort model, with new cohorts admitted each academic year.

1. A completed Ph.D. in Curriculum and Instruction application form
2. A copy of a teaching certificate at or above the master's level.
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 in other areas.
7. Three professional letters of recommendation.
8. A \$35.00 non-refundable admissions processing fee made payable to Mercer University.
9. Participation in a required interview with program faculty.
10. A signed and dated narrative of career and academic goals and a writing sample to be completed at the interview.
11. A minimum of three years' teaching experience.

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

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. The Transformational Leader:

1. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
2. Demonstrates leadership and expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.
3. Shows leadership and understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs and learning styles of diverse and special needs learners.

TO DO

To Do the work of a professional educational leader in encouraging the planning and implementation of well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology. The Transformational Leader:

1. Plans, implements and assesses a well-integrated developmentally appropriate, and culturally responsive school vision that is well grounded in pedagogical and psychological theory.

2. Leads educators to individualize, differentiate, and adapt instruction to meet the needs of diverse and special needs learners.
3. Leads teachers to use a wide variety of teaching methods, strategies, technology, and materials.
4. Develops, articulates, and implements a vision that promotes a positive culture, provides an effective programs, applies best practices, and helps to develop the professional growth of all personnel.
5. Manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective environment.

TO BE

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the organizational, community, and global environment. The Transformational Leader:

1. Uses feedback, reflection, research, and collaboration to enhance leadership performance, make decisions, develop and modify leadership skills, and grow as a professional.
2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
3. Models positive and effective interpersonal skills by collaborating and responding to diverse community interests and needs, and by mobilizing community resources.

Educational Leadership Program Outcomes

Candidates who complete the master's degree program are educational leaders who will be able to promote the success of ALL by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by all. **To Know**
2. Advocating, nurturing, and sustaining a culture and programs conducive to learning and professional growth. **To Know and To Do**
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment. **To Know and To Do**
4. Collaborating and responding to diverse interests and needs, and mobilizing resources. **To Know, To Do and To Be**
5. Acting with integrity, fairness, and in an ethical manner. **To Be**
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **To Know, To Do and To Be**
7. Synthesizing and applying program knowledge and skills through substantial, sustained, standards-based work in real settings. **To Know, To Do and To Be**

Academic Standards for Educational Leadership Students

Students in the Educational Leadership program must earn a B or better in all graduate courses that apply to the degree or certificate program. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not repeat an equivalent class at another college in order to replace a grade earned at Mercer.

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 schools 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.

Admission Requirements for Ed.S. in Educational Leadership:

In order to be eligible for the performance-based option, applicants must meet specific requirements set by the Georgia PSC. Applicants who do not meet pre-service eligibility must successfully complete two 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 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.

DESCRIPTION OF COURSES

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 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

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 823. Language, Culture, and Cognition of the Early Learner (3 hours)

Examines the relationship of language, culture, and cognition on the early learner with the focus on the resulting implications for curriculum development and classroom pedagogy. Cognitive, affective, and socio-cultural effects on how early learners acquire and use language for inquiry will be researched.

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 is 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

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 827. Changing Views of Assessment of Adolescent Learners (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 adolescents.

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. 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 847. Pedagogical Needs of the Adolescent Learner (3 hours)

An in-depth examination of the research related to the pedagogical needs of middle and secondary learners. Includes study of appropriate assessment models and the resulting impact on curricular and instructional planning.

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 849. Pedagogical Needs of the Early Learner (3 hours)

This course is designed to help educators plan and evaluate methods appropriate for assessing individual learning needs in a performance-based early childhood curriculum as well as constructing and evaluating a long-term instruction plan. This course (a) examines the importance of differentiating instruction for today's diverse student population; and (b) examines the issue concerning the purpose of school and looks at the role of motivation in student learning.

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 Quantitative 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 ado-

lescents; (5) the nature, economics, and organization of schooling; and (6) education's link with other social services.

**EDCI 863. Curriculum Models for Interdisciplinary
Early Childhood (3 hours)**

A study of the historical and contemporary theories and issues related to early childhood curricula. Provides for in-depth study of current research related to early childhood curricula with particular attention given to related cultural and political contexts and foundations. Includes study of influential educators' ideas about early childhood curricula, examination of various curriculum models, discussion of current debates about curriculum, and determining implications of these understandings for designing curricula.

EDCI 865. Curriculum Models for the Adolescent Learner (3 hours)

A study of curriculum models appropriate to the needs of the middle and secondary student. Examines cognitive, emotional, physical, sexual, self-image, peer, group, authority, relationship, and decision-making issues related to the adolescent learner. Includes review of research as it specifically addresses adolescent decision-making and behaviors and the related curricular and instructional issues, especially regarding curricular models and instructional approaches.

EDCI 866. Paradigms in Higher Education for Curriculum and Instruction

The study of significant issues, practices, and research associated with the paradigms of curriculum and instruction at the university level. Through the analysis of teaching and learning, the student will become better prepared to design curriculum and teach courses in higher education and for professional development. Insight will also be gained by exploring the historical roots of higher education, the evolutionary changes that have taken place and future trends in curriculum for universities and colleges, the curriculum of higher education, the examination of curriculum models that currently exist in higher education, the origins of educational research, teaching the adult learner, and the study of the teaching environment at the university level through the exploration and examination of higher education pedagogical models. Other issues related to positions in higher education will also be addressed, including such matters as tenure and promotion, advising, service, and disposition.

**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 the guidance of a 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 a 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.

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 605. Leadership in Curriculum (3 hours)

This course provides a study of how philosophical underpinnings impact the design, construction, evaluation and revision of curriculum. Special attention is given to the instructional leader's role in the continuing process of curriculum development, selection, and evaluation.

EDEL 615. Leadership in Today's Schools (3 hours)

A study of current organizational and leadership theories in education and an examination of professional competencies needed in leadership positions with application to actual school situations.

EDEL 625. Managing the School Environment (3 hours)

A study of school business management and finance designed to provide the educational leader with basic principles of school management, accounting and purchasing procedures, school finance and information systems. Emphasis will be placed on equipping educational leaders with a foundation of leadership principles designed to enhance personnel management skills.

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.

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: Program Chair approval.

This course is a study of specific topics which meets the needs of non-doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects.

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.

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.

MATHEMATICS (EDMT)

EDMT 601. Problem Solving in Mathematics: ECE (3 hours)

This course includes foundations of mathematics - sets, symbolic logic, and the deductive method. It also provides fundamentals of algebra, geometry, real analysis, and number theory through the use of problems involving logic, number theory, spatial perception, geometric formulas, linear equations and equalities, and through the use of games.

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.

NATURAL SCIENCES (EDSC)

EDSC 674. Conceptual Integrated Science I (3 hours)

This course provides an introduction to physics, chemistry, biology, earth science and astronomy, the full array of the natural sciences. A conceptual approach will be used. The conceptual approach relates science to everyday life, is personal and direct, deemphasizes jargon and vocabulary, emphasizes central ideas and concepts rather than details, and puts concepts ahead of computation. While it is important that the students understand and appreciate the important relationships of mathematics and science, the equations and computation used in this course will be developed naturally out of the concepts and will be used to clarify concepts rather than as a chance to practice mathematical problem solving. At its core, this course will present science to the candidates in a manner which models for them the best practices of the profession.

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.

EDUCATION (EDUC)

EDUC 603. School Philosophy & Teacher Leadership (3 hours)

This course focuses on the application of the most relevant philosophies of education to the aims, curriculum, and methods of primary, middle, and secondary education. Additionally, this course will examine the concept of teacher leadership and its relationship to improved educational quality.

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.

EDUC 618. Issues of Diversity: Language, Cognition, and Culture (3 hours)

This course provides the basis for understanding diversity by exploring the social, the cognitive, and the communicative roots of diversity: with a primary focus on how students learn to think and communicate within their home, community, and school environments.

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 Strat/Classroom Env for Active Learning/ECE (3 hours)

The course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life long learning. Students will develop advanced knowledge of the variety of teaching strategies based on brain and learning research that will enable them to bring life into the classroom.

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.

EDUC 662. Clinical Practicum (3 hours)

Prerequisites: EDUC 647, EDUC 690, and either EDUC 687 or EDUC 688

This course is a supervised practicum in which the student applies knowledge of research and practice in reading in a field setting. The student will document the semester's work in a course Notebook. Special Fee. (Fall only)

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

Prerequisite: (EDSC 674 & 675 Conceptual Integrated Science I and II)

This course is designed to meet the residency requirement for the Early Childhood Science Endorsement. Students taking this course must be certified and have classroom experience. The course will be organized around their shared experience and growth during the program. Candidates will spend a minimum of 40 hours engaged in science teaching related activities at either their own school or as an intern in an assigned school. They will meet the requirements of the authentic residency in this course by planning and teaching a minimum of ten science lessons. These lessons must be taught in at least two different grade levels and the populations of the two classes in which the lessons are taught must meet diversity requirements and guidelines of the state certification agency. Special Fee.

EDUC 679. Mathematics Content Pedagogy (3 hours)

(Prerequisites: EDMT 677 & EDMT 678)

This course provides advanced study of constructivism-based methods of mathematics learning for all children and application of candidate knowledge of theory and practice in

a K-5 mathematics field setting. Candidates plan and implement a variety of mathematical experiences to enhance their abilities to integrate theory and research-based practices; to communicate effectively; to teach effectively mathematics content; to demonstrate a variety of teaching methods, media, and technology that meet the needs of a diverse student population; and to organize and manage the learning environment. The course also focuses on encouraging an engaging student-learning environment through various processes and promoting collegial professional learning experiences. Special Fee.

**EDUC 687. Reading Theory: Research & Best Practices (3 hours)
in ECE Reading**

This advanced literacy course will allow early childhood educators to explore current and historically significant reading research theory, and select an aspect of reading for in-depth independent research. Fall 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 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 (3 hours)
in Teaching**

The purpose of this course is to examine the concept of student assessment in the context of teacher leadership. Particular emphasis will be given to the relationship between assessment and school improvement. Topics will include trends and issues in assessment, overview of statistical treatment of assessments, use of texts as assessments, performance-based assessments, and the selection and use of achievement, aptitude, norm-referenced and criterion-referenced tests.

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. Organization development in schools studies and analyzes 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 the review and evaluation of research literature on teaching and to developing ways of applying both quantitative and qualitative research methods into 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.

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, Ilknur Eginli, 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 four post-degree certificate programs.

CERTIFICATE PROGRAMS

Executive Leadership Development (*formerly CDC Foundational Leadership*)

(Atlanta only-

Please see Atlanta Catalog for information)

Substance Abuse Counseling (Addiction Counselor Training) (Atlanta only-

Please see Atlanta Catalog for information)

Leadership for the Medical Practice (online)

Public Safety Leadership Institute (Atlanta and Savannah-

Please see Atlanta Catalog for information)

Health Coaching (Atlanta)

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 offered on the Atlanta Campus. The undergraduate major in public safety leadership is also offered in Newnan as well as online. A Master of Science degree program in public safety leadership is offered on the Atlanta campus with an Executive Format also offered in Henry County (Forsyth, GA), and a Master of Science in Organizational Leadership 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 Practices, 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 and 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 to effective verbal communication.
- To encourage professionalism and opportunities for undergraduate participation in leadership, which allows for their meaningful participation in professional events and activities of their discipline.
- To encourage the development of attitudes and predispositions among students that contributes to effective and responsible leadership and citizenship and to foster healthy maturation and self-growth more generally.
- To provide the opportunity for engagement with classic and contemporary knowledge, issues, research, questions, problems related to leadership effectiveness in specific professions.
- To develop ethical reasoning related to leadership.

Master of Science in Organizational Leadership

Lynn W. Clemons, *Program Coordinator, Associate Professor*

Thomas E. Kail, *Professor*

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 (excluding the analytical section). Test scores must be no more than five years old. For new GRE conversion: 151 Verbal and 143 Quantitative
4. Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.

5. Students must submit a Philosophy of Leadership essay or Educational Autobiography including career goals [no more than two double-spaced, word processed pages].
6. Students must submit a non-refundable \$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 used as the discussion methodology. Students and/or faculty members will monitor and collect results of the discussions. Selected student research reports will be presented along with poster displays from undergraduate and graduate students.

Leadership for the Health Care Professional Concentration

The Leadership for the Health Care Professional concentration provides health care professionals, including nurses, therapists, and technologists with an overall understanding of leadership issues in the context of contemporary health care. This concentration is designed for aspiring and committed professionals who are interested in careers in health services administration in such settings as hospitals, managed care organizations, medical group practices, ambulatory, long-term care, and home health care facilities, insurance and pharmaceutical companies, consulting firms, government, for profit, and nonprofit sector organizations. Emphasis is placed on leadership theories and practices, policy strategies, and ethical decision making as they relate to the health care field.

Student Learning Outcomes

1. Students will demonstrate an in-depth understanding of health care in America and globally by critiquing the design, structure, organization, and delivery of health care services.

2. Students will demonstrate an understanding of the budgeting process for the health care profession.
3. Students will develop the leadership skills needed to work in teams, build cross-functional teams, and facilitate collaborative decision-making.

Leadership and Organizational Development and Change Concentration

The Leadership and Organizational Development and Change concentration prepares students to participate in complex decision-making environments that affect the organization. This concentration broadens the student's capacity to lead organizational change in the face of resistance by understanding the essential skills used in developing the resources of the individual, group, and organization. Students practice problem-solving, strategic planning, critical thinking, and research methodology and policy formulation while focusing on key organizational leadership elements such as ethics, motivation, creativity, vision, and organizational development.

Student Learning Outcomes:

1. Students will develop an understanding of the theories, models, and application of organizational development skills and their importance to the overall effectiveness of the organization.
2. Students will become prepared for a leadership position within their respective organization.
3. Students will increase their capacity to lead organizational change, and coach or consult other leaders within the organization on leadership issues.
4. Students will demonstrate how societal, organization, and individual strategic planning levels can impact sustainability for the organization.

Leadership for the Nonprofit Organization Concentration

The Leadership for the Nonprofit Organization concentration is directed to promote excellence in the governance and leadership of nonprofit philanthropic organizations. The program's focus is on creating better leaders, better organizations, and better communities. The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofit organizations employ a sizable and increasing share of the nation's workforce, with employment growth outpacing a number of major industries. Nonprofits might include community organizations, neighborhood associations, child welfare agencies, family support centers, 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.

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 format 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. A typical 8-week semester course entails student participation in Preparation Periods, which consists of a wide range of weekly readings, structured projects, related “chats” and virtual discussions, and other academic activities reflecting critical thinking through Mercer’s Blackboard’s online course manage-

ment 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 (excluding the analytical section) or 41/397 on the Miller Analogies Test. For new GRE conversion: 151 Verbal and 143 Quantitative.
- Students must submit a written autobiography including career goals.
- Students must submit two official transcripts of all college work attempted.
- Students must obtain a certificate of immunization.
- Students must provide three letters of recommendation from people who are qualified to assess your academic potential in graduate school.
- Students must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
- Students must attend an 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 18 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 (18 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*

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J. Thompson Biggers, Richard R. Bohannon, Lynn W. Clemons, and Stephen E. Ruegger,
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Caroline M. Brackette, Diane M. Clark, Donald B. Redmond, Karen D. Rowland, and V.
Lynn Tankersley, *Assistant Professors*

Kevin A. Freeman, *Visiting Assistant Professor*

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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, 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 Medical Practice exclusively online.

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 the certificate in executive leadership, 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)

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.

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 organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, and effectiveness) that confront modern complex organizations in today's changing workplace.

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/promo-

tion, 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. 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 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 regis-

ter 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.

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Jenny McCurdy, B.A., *Director of Development*

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Terri L. Newham, B.A., *Director of University Special Events*

John A. Patterson, B.A., *Senior Vice President for University Advancement*

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Cathy S. Smith, M.S.M., *Associate Vice President for Benefits & Payroll*

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Paul D. Snyder, B.A., *Director of Development*

Hugh Sosebee, Jr., B.A., J.D., *Vice President for External Affairs*

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Carol K. Williams, B.B.A., M.B.A., *Associate Vice President for Student Financial Planning*

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Eugene W. Stetson School of Business and Economics - Faculty

Emeriti

Charles Haynes Andrews (1973) *James D. Stetson Professor of Economics, Emeritus*; A.B., Mercer University, 1960; Ph.D., Vanderbilt University, 1967.

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William Carl Joiner (1974) *Professor of Management, Emeritus*; B.S.I.M., Georgia Institute of Technology, 1964; M.B.A., Georgia State University, 1970; Ph.D., University of Alabama, 1978.

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Full-Time

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- Kimberly A. Freeman** (2008) *Assistant Professor of Management*; A.B., M.B.A., Ph.D., Indiana University, 1978, 1985, 1990.
- James Logan Hunt** (1998) *Assistant Professor of Law*; B.A., J.D., University of North Carolina, 1981, 1988; M.A., Ph.D., University of Wisconsin, 1982, 1990; LL.M., Harvard University, 1993.
- Nancy Rivard Jay** (1996) *Associate Professor of Finance*; B.S., Florida Southern College, 1983; M.B.A., Ph.D., University of Central Florida, 1987, 1992.
- Allen Kenneth Lynch** (2000) *Associate Dean and Associate Professor of Economics and Quantitative Methods*; B.A., University of North Florida, 1991; M.S., Ph.D., Florida State University, 1994, 1998.
- Kathy D. Mack** (2007) *Assistant Professor of Management*; B.A., M.B.A., University of North Carolina, 1978, 1985; Ph.D., Virginia Tech, 1995.
- Catherine "Anitha" Manahar** (2007) *Assistant Professor of Finance*; B.A., Agnes Scott College; Ph.D., University of South Carolina, 2007.
- Steven R. McClung** (2009) *Associate Professor of Marketing*; B.A., M.A., Marshall University, 1984, 1986; Ph.D., University of Tennessee, 1999.
- William R. McNay** (1981) *Professor of Management*; B.E.E., Cornell University, 1949; M.A., Ph.D., University of Pennsylvania, 1968, 1972.
- Gina L. Miller** (2000) *Associate Dean and Professor of Marketing*; B.S., M.S.M., Ph.D. Georgia Institute of Technology, 1987, 1989, 1993.
- C. Gerry Mills** (2002) *Director of the Flexible MBA Program and Lecturer of Health Care Management*; B.B.A., M.B.A., Ph.D., Georgia State University, 1977, 1980, 1995.
- Stephanie B. Morris** (2006) *Lecturer of Accounting*; B.B.A., Mercer University, 1998; M.Acc., University of Georgia, 2001.
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- Julie A. Petherbridge** (2007) *Director of the Master of Accountancy Program, Assistant Professor of Accounting*; B.B.A., Clayton College and State University, 1993; M.P.A. and A.B.D., Georgia State University, 2002, 2008.
- J. Allen Rubenfield** (2007) *Lecturer in Accounting*; B.A., Pennsylvania State University, 1970; M.B.A., J.D., University of Pittsburgh, 1981, 1976.
- Arthur L. Rutledge** (1998) *Professor of Management Information Systems*; B.I.E., Georgia Institute of Technology, 1967; M.S., St. Mary's University, 1975; Ph.D., Georgia State University, 1986.
- Steven John Simon** (2001) *Associate Professor of Management Information Systems*; B.A., University of Georgia, 1976; M.B.A., Georgia College, 1987; Ph.D., University of South Carolina, 1994.
- Faye A. Sisk** (1994) *Executive Director of Graduate Programs and Professor of Management*; B.A., Agnes Scott College, 1973; M.Ed., University of North Florida, 1978; M.B.A., Kennesaw State University; Ph.D., University of Florida, 1981.
- Lloyd J.F. Southern** (1989) *Professor of Management*; B.S.I.M., Georgia Institute of Technology; 1965, M.B.A., Georgia State College, 1968; Ph.D., Georgia State University, 1977.
- Vijaya Subrahmanyam** (2003) *Professor of Finance*, B.A., Osmania University, India, 1983; M.A., University of Hyderabad, India, 1985; M.S., Ph.D.,

Southern Illinois University, 1987, 1993.

Roger C. Tutterow (2005) *Professor of Economics*; B.S., Berry College, 1983; M.A., Ph.D., Georgia State University, 1988, 1990.

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Tift College of Education - Faculty

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Robert Lee Richardson, *Professor of Developmental Psychology and Educational Research, Emeritus*; A.B., Samford University, 1959; M.Div., Southern Baptist Theological Seminary, 1970; M.Ed., Ph.D., University of Georgia, 1974, 1976.

Olyn Southern Sims, Jr., *Professor of Developmental and Educational Psychology*; A.B., Samford University, 1959; M.Div., Southern Baptist Theological Seminary, 1963; M.A., University of Kentucky, 1963; Ed.D., University of South Carolina, 1976.

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Full-Time:

Carl R. Martray (2003) *Dean and Scarborough Professor of Education*; B.A., Fairmont State College, 1965; M.A., Ph.D., University of Alabama, 1969, 1971.

Kathy A. Arnett (2008) *Assistant Professor of Education*, B.S., Ohio State University, 1971; M.S., The University of Akron, Ohio, 1980; Ed.S., Ed.D., University of Georgia, 1988, 1993.

Elaine Artman (2009) *Associate Professor of Education*; B.S., M.S. Illinois State University, 1989, 1992; Ed.D. University of San Francisco, 2003.

Sharon M. Augustine (2006) *Assistant Professor of Education*; B.A., Agnes Scott College, 1990; M.Ed., Georgia College and State University, 1993; Ph.D., University of Georgia, 2010.

Mary Kay Bacallao (2003) *Professor of Education*; B.A. Trinity International University, 1989; M.S., Ed.S., Ed.D., Florida Atlantic University, 1991, 1994, 1996.

Joseph L. Balloun (2008) *Professor of Education*; B.S., M.S., Iowa State University, 1963, 1965; Ph.D., University of California at Berkeley, 1971.

Theodora Regina Berry (2010) *Assistant Professor of Education*; B.A. Slippery Rock University, 1985; M.Ed., Ed.S., Ed.D. National-Louis University, 1995, 1998, 2002.

- Richard H. Binkney** (2006) *Associate Professor of Education*; B.S., Oglethorpe University, 1968; M.A.T., Ed.S., Ph.D., Georgia State University, 1975, 1980, 1986.
- Olivia M. Boggs** (2008) *Associate Professor of Education*; B.S., Hampton University, 1968; M.Ed., Boston University, 1970; Ed.D., Harvard University, 1978.
- Edward Lee Bouie, Jr.** (2009) *Associate Professor of Education*; B.S. Morris Brown College, 1975; M.Mu.Ed., Ed.S. Georgia State University, 1975, 1980; Ed.D. Atlanta University, 1985.
- Lucy Bush** (2009) *Assistant Professor of Education*; B.S.Ed., M.Ed., Ed.S. The University of Georgia, 1998, 2000, Ed.D. Georgia Southern University, 2007.
- 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.
- Martha Lee Child** (2010) *Assistant Professor of Education*; B.S. Auburn University, 1970; M.L.S. University of Alabama, 1984; Ed.S. West Georgia College (1993); Ed.D. Samford University, 2009.
- Geri S. Collins** (2009) *Assistant Professor of Education*; B.S., M.Ed., Mercer University, 1990, 1995; Ed.D., University of Georgia, 2004.
- Jacquelyn M. Culpepper** (1996) *Associate Professor of Education*; B.A., Baylor University, 1967; M.Ed., University of Louisville, 1986; Ph.D., University of Georgia 2002.
- Brent Daigle** (2008) *Assistant Professor of Education*, B.A., University of Missouri-St. Louis, 2002; M.Ed., Northwestern State University, 2004; Ph.D., Louisiana State University, 2008.
- Carl E. Davis** (2006) *Assistant Professor of Education*; B.A., University of Southern Mississippi, 1975; M.Ed., William Carey College, 1987; Ed.D., University of Southern Mississippi, 1995.
- Karen H. Davis** (2000) *Associate Professor of Education*; B.S., Georgia Southern University, 1991; M.S., North Georgia College, 1995; Ph.D., Purdue University, 2001.
- 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.
- Penny L. Elkins** (2000) *Associate Dean/Professor of Education and Senior Vice President for Enrollment Management*; B.A., M.Ed., Mercer University, 1990, 1992; Ed.S., Georgia College and State University, 1995; Ph.D., Georgia State University, 1998.
- Sammy L. Felton** (2008) *Assistant Professor of Education*; B.S.E., Delta State University, 1978; M.Ed., Memphis State University, 1982; Ph.D., University of Mississippi, 1995.
- Jianhua Feng** (1999) *Professor of Education*; B.Ed., Huazhong Normal University, 1985; M.S., Wheelock College, 1988; Ed.D., University of Memphis, 1992.
- Catherine M. Gardner** (1991) *Professor of Education and Chair, Regional Academic Centers Teacher Education*; B.S., M.Ed., East Carolina University, 1972, 1974; Ph.D., University of Georgia, 1992.

- Carol Lynn Gillespie** (2010) *Visiting Instructor of Education*; B.S. Mercer University, 1991; M.A. University of West Georgia, 1998; Ed.S. Valdosta State University, 2005.
- Allison Cobb Gilmore** (1985) *Associate Dean/Professor of Education*; B.A., University of West Florida, 1972; M.Ed., Ph.D., University of Southern Mississippi, 1981, 1985.
- Andrew L. Grunzke** (2010) *Assistant Professor of Education*; B.S., B.A., M.A.T., M.A., Ph.D. University of Florida, 1999, 2001, 2006, 2007.
- Ismail S. Gyagenda** (2000) *Associate Professor of Education*; B.A., Makerere University, 1979; M.Ed., Yarmouk University, 1987; M.A., The University of the District of Columbia, 1989; Ph.D., Emory University, 1999.
- Jeffrey Scott Hall** (2010) *Assistant Professor of Education*; B.S. United States Air Force Academy, 1998; M.Ed. The University of Georgia, 2005; Ed.D. Georgia Southern University, 2010.
- Melonie Harrell** (2010) *Visiting Instructor of Education*; B.S., M.Ed., Ed.S., Valdosta State University, 1980, 1990, 1996.
- Anthony Harris** (2008) *Professor of Education*; B.A., M.A., University of Southern Mississippi, 1974, 1976; Ed.D., Texas A & M University, 1982.
- Harriet Anne Hathaway** (1992) *Professor of Education*; B.A., M.L.S., Ed.D., University of North Carolina at Greensboro, 1971, 1978, 1983.
- Mary T. Jacobs** (2009) *Assistant Professor of Education and Ed.S. Coordinator in Educational Leadership*; B.S. The University of Georgia, 1974; M.Ed. Georgia Southwestern State University, 1985; Ed.D. Nova Southeastern University, 1998.
- J. Kevin Jenkins** (2005) *Associate Professor of Education*; B.A., Mercer University, 1989; M.Ed., Ed.S., Ed.D., University of Georgia, 1996, 1997,
- John Barry Jenkins** (1978) *Assistant Professor of Education*, B.A., University of Tennessee-Chattanooga, 1966; M.Ed., Northwestern State University, 1971; Ph.D., University of Southern Mississippi, 1978.
- Margie Jones** (2006) *Associate Professor of Education*; B.S., Medical College of Georgia, 1983; M.Ed., Georgia State University, 1997; Ed.S., State University of West Georgia, 2002; Ed.D., Georgia Southern University, 2005.
- Sybil Anne Keesbury** (2010) *Assistant Professor of Education*; B.A. Gustavus Adolphus College, 1996; M.S. Mankato State University, 1997; Ed.D. Gardner-Webb University, 2010.
- Ronald Knorr** (2010) *Assistant Professor of Education*; B.S. Clemson University, 1981; M.B.A. University of North Florida, 1987; M.A.T., Ph.D. Clemson University, 2005, 2010.
- William Otis Lacefield, III** (1997) *Professor of Education*; B.A., Mercer University, 1989; M.Ed., University of Southern Mississippi, 1993; Ed.S., Mercer University, 1995; Ed.D., Georgia Southern, 1999.
- 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.
- Pamela A. Larde** (2010) *Assistant Professor of Education*; B.S. California Polytechnic State University, 2000; M.Ed. Azusa Pacific University, 2004; Ph.D. Cardinal Stritch University, 2009.

- 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.
- Margaret S. McCall** (2002) *Instructor of Education*; B.S., M.Ed., Georgia State University, 1972, 1974.
- Whitney McMath** (2009) *Visiting Assistant Professor of Education*; A.B. Texas Woman's University, 1967; M.A. Texas Tech University, 1970; Ph.D. University of Tennessee, 1978.
- Mary Nell McNeese** (2011) *Associate Professor*, B.S., Samford University, 1976; M.Ed., University of Southern Mississippi, 1995; Ph.D., University of Alabama, 2000.
- Jane Metty** (2010) *Assistant Professor of Education*; B.S. Stephen F. Austin University, 1981; M.S., Ph.D. Texas A & M University, 2006, 2010.
- 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 University, 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.
- Kelly Reffitt** (2008) *Assistant Professor of Education*, B.A., University of Georgia, 1992; M.Ed., Mercer University, 2000; Ph.D., Michigan State University, 2008.
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- Peter A. Ross** (2003) *Associate Professor of Education*; B.A. New College, 1975; M.A., Ed.S., University of South Florida, 1982, 1983; Ph.D., University of Florida, 1988.

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Kaye Thomas (2010) *Instructor of Education and Director of Field Placement, Atlanta*; B.S. Auburn University, 1990; M.Ed. University of West Georgia, 1995.

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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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College of Continuing and Professional Studies -

Faculty

Priscilla Ruth Danheiser (2005) *Dean and Professor of Psychology*; B.A., M.S., Ph.D., University of Georgia, 1973, 1976, 1979.

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- 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.
- 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.
- Margaret H. Eskew** (2004) *Professor of English*; B.A., University of New Orleans, 1966; M.A., Tulane University, 1970; Ph.D., Georgetown University, 1990.
- 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.
- Karen O. Lacey** (2004) *Associate Professor of English*; B.A., Georgia State University, 1988; M.T.S.; Ph.D., Emory University, 1991, 2000.
- 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.
- Feng Liu** (2005) *Associate Professor of Information Systems*; B.S., Ji Lin University of Technology, China, 1995; M.S., Ph.D., Georgia State University, 2000, 2005.
- Richard H. Martin** (2010) *Associate Professor of Public Safety*; B.S., Lipscomb University, 1962; M.S., Ed.D., Indiana University, 1967, 1981.
- Steven J. Miller** (1993) *Assistant Professor of English*; B.A., Berry College, 1987; M.A., University of Wisconsin-Milwaukee, 1989.
- 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.
- Donald B. Redmond** (2010) *Assistant Professor of Counseling*; B.A., M.S., University of North Carolina at Chapel Hill, 1990, 1996; Ph.D., University of Virginia, 2007; L.P.C.
- 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.
- Karen D. Rowland** (2008) *Assistant Professor of Counseling*; B.S., M.Ed., University of Maine, 1989, 1993; Ph.D., University of South Carolina, 2001; L.P.C.
- Stephen E. Ruegger** (2009) *Associate Professor of Criminal Justice and Public Safety*; B.S., M.S., Ph.D., University of Southern Mississippi, 1992, 1993, 2003.
- Colleen Stapleton** (2003) *Associate Professor of Science*; B.A., Macalester College, 1986; M.A., The University of Texas at Austin, 1991; Ph.D., University of Georgia, 2003.
- V. Lynn Tankersley** (2007) *Assistant Professor of Criminal Justice*; B.S.W., M.S., University of Texas at Austin, 1997, 1998; Ph.D., University of Texas at Arlington, 2006.
- Clinton W. Terry** (2002) *Associate Professor of History*; B.A., Ohio University, 1973; M.A., Ph.D., University of Cincinnati, 1997, 2002.

Zipangani Vokhiwa (2007) *Assistant Professor of Science*; Diploma in Agriculture, University of Malawi, Lilongwe, 1975; B.S., M.S., Ph.D., Colorado State University, 1987, 1988, 1994.

Sabrina L. Walthall (2009) *Assistant Professor of Science*; B.S., Emory University, 1997; Ph.D., The University of Alabama at Birmingham, 2006.

Charles Weston, Sr., (2003) *Senior Lecturer of Criminal Justice*; A.B., J.D., Mercer University, 1968, 1971.

Arthur J. Williams (1993) *Professor of Counseling and Human Sciences*; B.A., Augusta College, 1972; M.Ed., Ph.D., Georgia State University, 1977, 1992; L.P.C.

Andrea L. Winkler (2003) *Associate Professor of History*; B.A., M.A., Ph.D., The University of Texas at Austin, 1985, 1987, 1997.

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Regional Academic Centers

Mercer University offers evening and weekend degree programs at the following locations:

DOUGLAS COUNTY CENTER

975 Blairs Bridge Road
Lithia Springs, GA 30122
(678) 547-6200

(I-20, exit #44 off Thornton Road)

EASTMAN CENTER

605 2nd Avenue SW
Eastman, GA 31023
(478) 374-5810

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

HENRY COUNTY CENTER

160 Henry Parkway
McDonough, GA 30253
(678) 547-6100

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

MACON

1400 Coleman Avenue
Macon, GA 31207
(478) 301-2980

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

NEWNAN

160 Martin Luther King, Jr. Drive
Newnan, GA 30263
(770) 683-5292

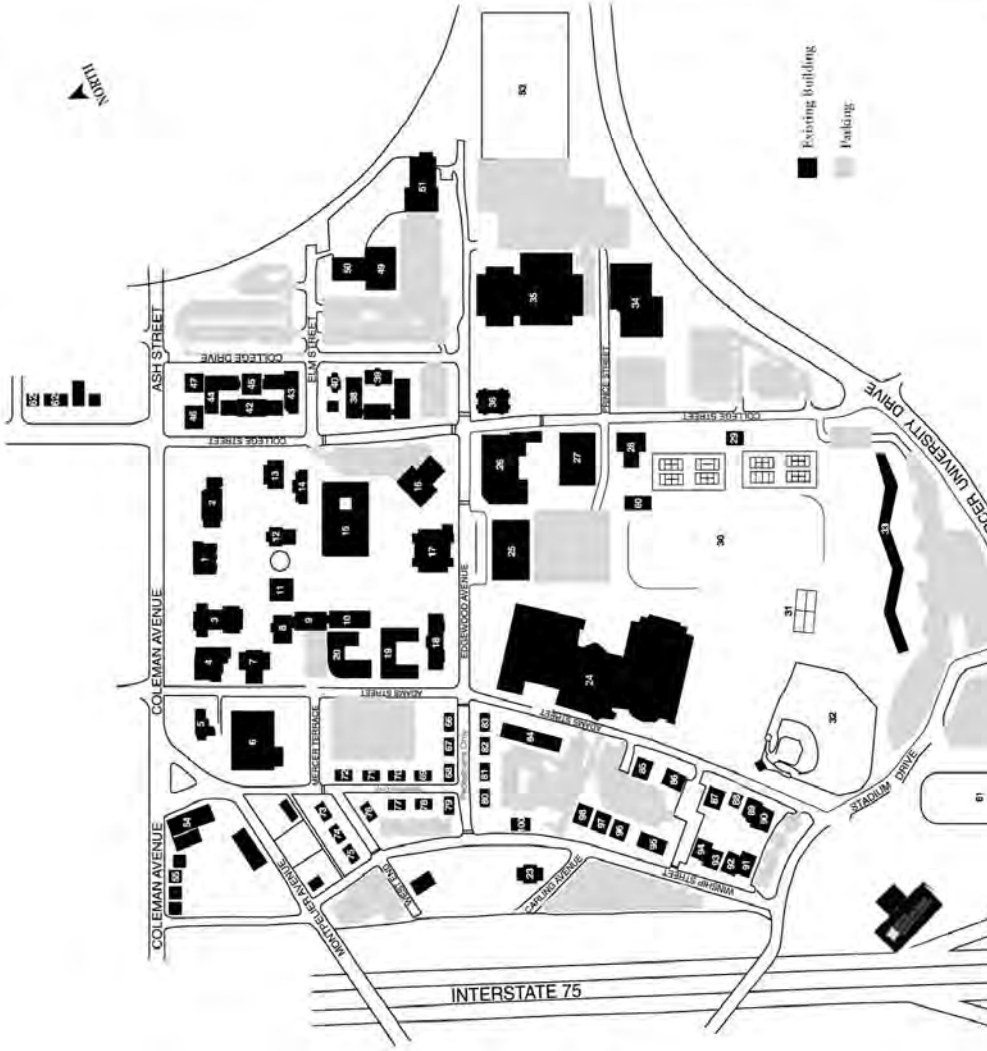
ATLANTA

3001 Mercer University Drive
Atlanta, GA 30341
(678) 547-6417

MERCER UNIVERSITY

MACON CAMPUS MAP

- ACADEMIC BUILDINGS**
- 14. Computer Science Building
 - 31. Groover Hall
 - 7. Hardman Fine Arts Building
 - 9. Langdale Hall
 - 2. Knight Hall
 - 35. Medical School
 - 6. McRobie Music Building
 - 4. Newton Hall
 - 8. Rude Hall
 - 25. Stearn Hall
 - 26. Tarter Library
 - 12. Ware Hall
 - 13. Wiggs Hall
 - 27. Willard Science Center
 - 5. Williamson Hall
- STUDENT/UNIVERSITY SERVICES**
- 1. Administration Building
 - 41. Auxiliary Services Building
 - 62. Bellefontaine Hall
 - 35. Grand Student Center
 - 28. Environmental Science Building
 - 25. Health Resources and Recreation Building
 - 15. Hinkle House (Counseling and Psychological Services)
 - 23. Mercer Police Station
 - 54. Mercer Village
 - 56. Pierson Building
 - 16. Potfield Hall (University Commons, Mercer Bookstore)
 - 50. Physical Plant/Central Reception
 - 28. Religious Life Center
 - 52. Technology Support Services
 - 47. TH College Alumni House
 - 40. University Administration and Welcome Center
 - 46. W.G. Lee Alumni House
 - 55. WCC Award Board
- ATHLETIC (RECREATION) BUILDINGS**
- 41. Haring Cage
 - 40. Human Resources and Recreation Building
 - 50. Intramural/School Sports (Below Field)
 - 20. Juddy Tennis Center
 - 40. Plunkett Pool
 - 17. Porter Gymnasium
 - 32. South Baseball Field
 - 55. Soccer Field
 - 61. Power Track
 - 21. University Center
- RESIDENTIAL FACILITIES**
- 85. 1711 Adams
 - 87. 1821 Adams
 - 89. 1925 Adams
 - 90. 1975 Adams
 - 97. 1794 Winslop
 - 98. 1810 Winslop
 - 99. 1824 Winslop
 - 95. 1834 Winslop
 - 92. 1854 Winslop
 - 91. 1964 Winslop
 - 76. Alpha Delta Pi A.M.T.
 - 74. Alpha Phi Alpha A.P.A.
 - 77. Alpha Tau Omega A.T.O.
 - 44. Boone Hall
 - 83. Old Omega Xi
 - 43. Dorell Hall
 - 69. Kappa Alpha KA
 - 82. Kappa Alpha Psi K.A.P.S.I.
 - 73. Lambda Chi Alpha L.C.A.
 - 84. Mary Is. Gables One
 - 84. Mary Is. Gables Two
 - 96. Marion Gables Three
 - 95. Maroon Townhouse Two
 - 86. Maroon Townhouse One
 - 88. Maroon Townhouse Three
 - 19. Mercer Hall
 - 68. Phi Delta Theta P.D.T.
 - 67. Phi Mu Phi Mu
 - 81. Phi Kappa Phi P.K.P.
 - 58. Plunkett Hall
 - 42. Porter Hall
 - 5. President's Home
 - 16. Roberts Hall
 - 18. Starnes Hall
 - 20. Starnes Hall
 - 74. Sigma Alpha Epsilon S.A.E.
 - 70. Sorority House
 - 60. Sorority House
 - 66. Sigma Xi S.X.I.
 - 53. Stadium Drive Apartments



For more information, call the Mercer University Switchboard at (478) 301-2709, in the case of an emergency, call Mercer Police at (478) 301-2470.