

# MERCER UNIVERSITY BULLETIN 2004-2005



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

**Stetson School of  
Business and Economics**

**School of Engineering**

**Tift College of Education**

**College of Continuing and Professional  
Studies**

**Georgia Baptist College of Nursing**

**McAfee School of Theology**

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**Atlanta, Georgia 30341**



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# Calendar 2004/2005

## Fall Semester 2004

### Session I

Stetson School of Business and Economics Only	
First Day of Class	Aug 23
Drop-Add Period/Fee Payment	Aug 23-30*
Labor Day Holiday	Sep 6
Last Day for Course Withdrawal	Sep 24
Last Day of Classes	Oct 18
Mid-Session Break (only for Sessions I & II)	Oct 19
Grades Due from Faculty	Oct 20, 12 noon
Last Day to Apply for Spring 2005 Graduation	Nov 5
(Allow one week for grade processing)	

### Session II

Stetson School of Business and Economics Only	
First Day of Class	Oct 20
Drop-Add Period /Fee Payment	Oct 20-26*
Undergraduate Early Spring Semester Registration	Nov 1-12
Graduate Early Spring Semester Registration	Nov 1-12
Last Day to Apply for Spring 2005 Graduation	Nov 5
Thanksgiving Holidays/Fall Break ( <b>Session II only</b> )	Nov 24-27
Last Day for Course Withdrawal	Nov 29
Last Day of Class	Dec 18
Grades Due from Faculty	Dec 21, 12 Noon
(Allow one week for grade processing)	

### Session III

Stetson School of Business and Economics and Tift College of Education, and Community Counseling	
First Day of Class	Aug 23
Drop-Add Period/Fee Payment	Aug 23-30*
Labor Day Holiday	Sep 6
Last Day for Course Withdrawal	Oct 25
Undergraduate Early Spring Semester Registration	Nov 1-12
Graduate Early Spring Semester Registration	Nov 1-12
Last Day to Apply for Spring 2005 Graduation	Nov 5
Thanksgiving Holidays/Fall Break ( <b>Session III only</b> )	Nov 24-27
Last Day of Classes	Dec 11
Grades Due from Faculty	Dec 21, 12 Noon
(Allow one week for grade processing)	

Note: **James and Carolyn McAfee School of Theology** calendar differs and can be found in the School of Theology section of this *Bulletin*. **Georgia Baptist College of Nursing** calendar differs and can be found in the College of Nursing section of this *Bulletin*.

\*Payments received after designated dates will be assessed \$25 late processing fee.

**Spring Semester 2005  
Session I**

Stetson School of Business and Economics Only	
Registration	Jan 4-7
First Day of Class	Jan 10
Drop-Add Period/Fee Payment	Jan 10-18 *
Martin Luther King, Jr., Holiday	Jan 17
Last Day for Course Withdrawal	Feb 7
Last Day of Classes	Mar 7
Session Break (Session I & II only)	Mar 8-10
Grades Due from Faculty	Mar 9, 12 Noon
Last Day to Apply for Summer 2005 Graduation	Apr 4
(Allow one week for grade processing)	

**Session II**

Stetson School of Business and Economics Only	
First Day of Class	Mar 11
Drop-Add Period/Fee Payment	Mar 11-18*
Undergraduate Early Summer Semester Registration	Mar 21-April 1
Graduate Early Summer Sem Registration	Mar 21-April 1
Easter Holiday	March 25-27
Last Day for Course Withdrawal	Apr 7
Last Day to Apply for Summer 2005 Graduation	Apr 4
Last Day of Class	May 6
Grades Due from Faculty	May 9, 12 Noon
Commencement (College of Continuing and Professional Studies)	May 21, 9:00 a.m.
Commencement (College of Education)	May 21, 3:30 p.m.
Commencement (Schools of Business and Engineering)	May 21, 7:00 p.m.
(Allow one week for grade processing)	

### Session III

Stetson School of Business and Economics and Tift College of Education and Community Counseling Registration	Jan 4-7
First Day of Class	Jan 10
Drop-Add Period/Fee Payment	Jan 10-18*
Martin Luther King, Jr., Holiday	Jan 17
Undergraduate Early Summer Semester Registration	Mar 21-April 1
Graduate Early Summer Semester Registration	Mar 21-April 1
Last Day for Course Withdrawal	Mar 16
Easter Holidays/Spring Break	Mar 25-27
Last Day to Apply for Summer 2005 Graduation	Apr 4
Last Day of Classes	Apr 23
Final Exams	Apr 25-30
Grades Due from Faculty	May 4, 12:00 noon
Commencement (College of Continuing and Professional Studies)	May 21, 9:00 a.m.
Commencement (College of Education)	May 21, 3:30 p.m.
Commencement (School of Business)	May 21, 7:00 p.m.
(Allow one week for grade processing)	

\*Payments received after designated dates will be assessed \$25 late processing fee.

# Directory

## Cecil B. Day Campus

Area Code (678)

### Admissions

#### **Tift College of Education**

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

#### **College of Continuing and Professional Studies**

Master of Community Counseling Program  
(Davis Building) . . . . . 547-6411

#### **Stetson School of Business and Economics**

Undergraduate and Graduate Programs  
(School of Business and Economics - Cecil B. Day Hall) . . . 547-6417

#### **Georgia Baptist College of Nursing**

(Nursing Building) . . . . . 547-6700

#### **Southern School of Pharmacy**

(Pharmacy Building) . . . . . 547-6232

#### **School of Engineering** . . . . . 800-637-2378 ext. 2196

#### **McAfee School of Theology**

(Theology Building) . . . . . 547-6473

### Bookstore

(Student Center) . . . . . 547-6350

### Career Services

(Business/Education Building) . . . . . 547-6023

### Counseling Services

(Davis Building) . . . . . 547-6060

### Educational Media

(Swilley Library Building) . . . . . 547-6231

### English Language Institute

(Sheffield Education Building) . . . . . 547-6375

### Employment

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

### Financial Aid

(Student Financial Planning - Davis Building) . . . . . 547-6400

### Health Care Services

(Sheffield Center) . . . . . 547-6130

### Human Resources

(Davis Building) . . . . . 547-6155

### Instructional Technology Center

(Swilley Library Building) . . . . . 547-6280



Library	
(Swilley Library Building)	547-6280
Office of the Associate Provost for Regional Academic Centers	
(Davis Building)	547-6363
Office of the President - Atlanta	
(Davis Building)	547-6395
Office of the Senior Vice President - Atlanta	
(Davis Building)	547-6397
Parking Decals	
(Campus Police, Student Center)	547-6358
Photo Copies:	
University Mailroom	547-6154
Campus Bookstore	547-6350
Physical Plant	547-6355
Police Department	
(Campus Center)	547-6358
Registration	
(Registrar's Office - Davis Building)	547-6263
Room Reservations	547-6014
Senior University of Greater Atlanta	
(Davis Building)	547-6109
Student Affairs - International Students	547-6109
Technical Support Services	
(Swilley Library Building)	547-6310
Transcripts:	
Academic	
(Registrar's Office - Davis Building)	547-6263
Financial Aid	
(Student Financial Planning Office - Building)	547-6400
Tuition and Fees	
(Bursar's Office - Davis Building)	547-6121
University Advancement	
(Davis Building)	547-6400
For offices not listed above, dial the University operator at (678) 547-6000.	



# The University

Founded in 1833 in Penfield, Georgia, Mercer University has grown into one of the South's premier universities. With more than 7,300 students and 1,250 faculty members on campuses in Macon and Atlanta, Mercer is one of the largest Baptist-affiliated institutions in the world. It is the only independent university of its size in the nation to offer programs in liberal arts, business, engineering, education, medicine, pharmacy, law, theology, and nursing. Led by President R. Kirby Godsey, Mercer has been ranked among the leading regional colleges and universities in the South by *U.S. News & World Report* for fourteen 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 of faith and learning and embracing the principles of intellectual and religious freedom. For more than 170 years, young men and women have left Mercer to become leaders of great deeds and influence. Their heritage and legacy promote true promise for the future.

Students benefit from Mercer's welcoming atmosphere and small-class learning environment. They learn from a prestigious, yet caring, faculty—not teaching assistants as found at many universities. Faculty members, whose credentials represent some of the world's finest academic institutions, are distinguished for both teaching and research. More than ninety percent of the faculty hold doctorates or the highest attainable degree 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 church-related institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The University 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.
- To administer services efficiently and effectively to support the University's instructional, research, and public service programs.

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

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

Emeritus President Dowell, who had remained active in the service of the University during his retirement by writing a history of Mercer, was appointed by the Board of Trustees as interim president following Dr. Connell's death. Dr. Dowell served until the succeeding president could assume office in April 1960.

During his interim, the formerly independent Southern College of Pharmacy in Atlanta, founded in 1903, merged with the University. Dr. Dowell died on February 24, 1963.

On November 6, 1959, the Board of Trustees elected Dr. Rufus Carrollton Harris, president of Tulane University, to the Mercer presidency. Dr. Harris, a 1917 graduate of Mercer who had served his alma mater from 1923-1927 as professor of law and as dean of the Law School, returned to Mercer with a record of outstanding achievements as head of one of the South's most highly regarded universities.

On July 1, 1979, Dr. R. Kirby Godsey, former dean of the College of Liberal Arts and executive vice president of the University, succeeded Dr. Harris as president. Dr. Harris assumed the position of chancellor of the University. The University has 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 economic 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 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 a master's degree in community counseling in Atlanta and at the centers. The College also provides non-credit programs in professional development and community enrichment.

Under Dr. Godsey's leadership, Mercer has grown from 3,800 students to more than 7,300, making it one of the largest Baptist-affiliated universities in the world. Recognized by *Georgia Trend* magazine as one of Georgia's most influential leaders, Dr. Godsey has also led the University to increase its endowment from \$16.5 million in 1979 to \$225 million in 2001, placing Mercer in the top 5 percent of the nation's 3,400 colleges and universities in endowment.

In the course of its history Mercer University has had twenty-two 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-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.*

This commonly held ideal is 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 stu-

dents 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, 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 Southern School of Pharmacy, James and Carolyn McAfee School of Theology, Georgia Baptist College of Nursing and selected programs in the School of Engineering, Stetson School of Business and Economics, and Tift College of Education.

Regional Academic Centers programs are offered at four community-based educational centers: one on the main campus in Macon, and three off-campus locations in Douglas County, Henry County, and Eastman. The program is an important part of Mercer’s educational outreach to older or non-traditional students. The academic programs include undergraduate 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 about 1,400 students and offers a full array of baccalaureate programs in the humanities, fine arts, social sciences, and sciences. Degrees awarded are Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medicine, Bachelor of Science in Dentistry and Bachelor of Science in Medical Technology, Bachelor of Music Education, and Bachelor of Music.

The College remains the University’s academic cornerstone and has 120 full-time and twenty-five part-time faculty members. The College is led by Dr. Richard C. Fallis, dean.

### **The School of Medicine (Macon)**

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 currently has an enrollment of 314 with 278 faculty members, led by Dr. Ann C. Jobe, dean. The School offers the following degrees: Doctor of Medicine, Master of Family Services, Master of Family Therapy, and Master of Public Health. 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.

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

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 over 1,600 students with thirty-nine full-time and twenty part-time faculty. The following degrees are offered: Bachelor of Business Administration, Master of Business Administration and Executive Master of Business Administration. 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, and the EMBA is offered only on the Atlanta campus.

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**

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 ones full potential.

The School currently serves 600 students with thirty-two faculty members, led by Dr. M. Dayne Aldridge, dean. The School offers the following degrees: Bachelor of Science in Engineering, Bachelor of Science with majors in Industrial Management and Technical Communication, Master of Science in Engineering, and Master of Science with majors in Software Systems, Technical Communication Management, and Technical Management. All programs are offered on the Macon campus with a few graduate courses available on the Atlanta campus and Warner Robins Air Force Base.

### **Tift College of Education**

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

The College currently serves 1,000 students with twenty-nine faculty members, led by Dr. Carl Martray, dean. Degrees offered include Bachelor of Science in Education, Master of Education and Specialist in Education. The College also offers initial teacher certification at the undergraduate and graduate level.



Majors include Teacher Education in The Holistic Child: Early Childhood and Interrelated (with ESOL option) and Middle Grades Education. In addition to these majors, the College of Education, in conjunction with the College of Liberal Arts, offers certification programs in secondary education (7-12) and special subjects (P-12) for students enrolled in the College of Liberal Arts.

The College's undergraduate programs are offered on the Macon campus, as well as the off-campus centers in Douglas County, Eastman, and Henry County. Graduate programs are offered on the Macon and Atlanta campuses.

### **Walter F. George School of Law (Macon)**

The Walter F. George School of Law seeks to teach its students to analyze legal problems through a logical and orderly thought process. The appropriate lawyering techniques are then applied to those problems. The Law School is committed to producing graduates who are good thinkers, precise legal craftsmen and responsible members of society.

Currently serving 430 students with twenty-seven full-time and twenty-one adjunct faculty members, the Law School is led by Dean Daisy Hurst Floyd. 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 Gambrelli Professionalism Award from the American Bar Associate for its "depth and excellence" and "obvious commitment to professionalism."

The United States District Court, the Superior Court, the City Court and several minor courts are in constant session during the school year, affording opportunity for students to observe skillful, practical application of legal principles.

### **Southern School of Pharmacy (Atlanta)**

The mission of the Southern School of Pharmacy 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 School 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 School currently has an enrollment of 575 with thirty-nine faculty members, led by Dr. H.W. "Ted" Matthews, dean. In September 1981, the School became the first pharmacy school in the Southeast and fifth in the nation to offer the Doctor of Pharmacy (Pharm.D.) as its sole professional degree. The School today awards the following degrees: Doctor of Pharmacy, Doctor of Pharmacy/Master of Business Administration, Doctor of Philosophy in Pharmaceutical Sciences and Doctor of Pharmacy/Doctor of Philosophy.

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

### **James and Carolyn McAfee School of Theology (Atlanta)**

The mission of Mercer's McAfee School of Theology is to be an inclusive community of learning focused on Jesus Christ, guided by sacred Scripture,

extending the mission of the Church and founded on the heritage of Baptists. The School seeks to equip men and women called of God for authentic ministry, the pursuit of spiritual maturity, and the lifelong process of theological inquiry.

The School currently serves 148 students with ten full-time and two adjunct faculty members, led by Dr. R. Alan Culpepper, dean. The School offers the master of divinity degree and concentrations in academic research, business administration, Christian education, and community counseling. McAfee partners with the Georgia Baptist Convention and the Cooperative Baptist Fellowship, attracting students who have looked critically at the options for theological education and seek preparation for ministry in the 21st Century.

### **Georgia Baptist College of Nursing (Atlanta)**

Georgia Baptist College of Nursing is the oldest nursing program in the metropolitan Atlanta area. Its students receive three years of clinical experience in contrast to only two years at other schools of nursing. The College holds contracts with more than forty affiliating clinical agencies, which gives students opportunities to experience nursing in a variety of setting from hospitals to schools districts to health departments. Georgia Baptist College of Nursing currently serves 302 students with twenty-nine full-time and five part-time faculty members, led by Dr. Susan S. Gunby, dean. The College offers the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

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 graduate degree program also has two tracks: nursing educator and acute/critical care nursing of the adult.

### **The College of Continuing and Professional Studies (Regional Academic Centers)**

Established January 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. As the newest academic unit at Mercer University, 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 currently serves 800 students with thirty faculty members, led by Dr. Thomas E. Kail, dean. The College offers undergraduate degrees in criminal justice, human services, technology and communication, organization leadership, as well as general education offerings, in Atlanta, Douglas County, Eastman, Henry County, and Macon. On the graduate level, the College of Continuing and Professional Studies offers a master's degree program in community counseling. More than 1,500 students enroll in noncredit programs that include the Public Safety Leadership Institute, information technology certifications, and College for Kids programs.

## Accreditation

Mercer University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and doctor's degrees. Inquiries to the Commission on Colleges should relate only to the accreditation status of the institution and not to general admissions information. Inquiries may be referred to the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097; telephone, (404) 679-4500; Fax, (404) 679-4558; E-mail, <http://www.sacscoc.org>.

The Stetson School of Business and Economics is accredited by AACSB International — The Association to Advance Collegiate Schools of Business, 600 Emerson Road, Suite 300, St. Louis, MO, 63141-6762; [www.aacsb.edu](http://www.aacsb.edu).

The Engineering Accreditation Commission of ABET, Inc. has accredited the Bachelor of Science in Engineering degree of the School of Engineering.

The Walter F. George School of Law has been a member of the Association of American Law Schools since 1923 and has been approved by the American Bar Association since 1925. The School of Law is approved by the Committee on Legal Education and Admission to the Bar of the Georgia Bar Association and is registered by the New York State Education Department.

The School of Medicine is a member of the Association of American Medical Colleges and is accredited by the Liaison Committee on Medical Education, representing the American Medical Association and the Association of American Medical Colleges.

The Southern School of Pharmacy's Doctor of Pharmacy degree program is accredited by the American Council on Pharmaceutical Education, 311 West Superior Street, Suite 215, Chicago, IL 60610, (312) 664-3575, (800) 533-3606; FAX, (312) 664-4652. The School is a member of the American Association of Colleges of Pharmacy.

The Georgia Baptist College of Nursing is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY, 212-363-5555 and the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, D.C., 202-887-6791.

The James J. and Carolyn McAfee School of Theology was accredited by the Association of Theological Schools in 2002 at the earliest time of its eligibility.

## Students

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

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

Mercer University recognizes the significant role of students in institutional deci-

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

## **Campus**

The Cecil B. Day Campus of Mercer University is located on a superb tract of approximately 250 beautifully wooded acres in northeast Atlanta. The Campus is conveniently accessed from two interstate highways, I-85 and I-285. The Campus houses the Southern School of Pharmacy and programs in the Tift College of Education, the Stetson School of Business and Economics, the School of Engineering, the College of Continuing and Professional Studies and the English Language Institute. Located in one of the major growth corridors of Atlanta, the Campus is convenient to a rapidly growing business and corporate environment as well as to an expanding population base.

The Campus accommodates seven major academic buildings. The Davis Building, Fine Arts Building, the Science Building, and the Student Center were constructed in 1968. The I.M. Sheffield, Jr. Physical Education Complex was added in 1979 and the Monroe F. Swilley, Jr. Library was occupied in 1983.

A building for the Southern School of Pharmacy was constructed in 1991 adjacent to the Science Building, providing modern laboratories, improved and expanded classrooms, and administrative offices for the School.

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

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

## **Monroe F. Swilley, Jr. Library**

The Library collections, faculty and staff support graduate and professional programs in business, education, counseling, engineering, pharmacy, nursing and theology, as well as English as a second language. Subject specialists are responsible for a collection of more than 140,000 cataloged volumes, 3032 subscriptions in both electronic and paper format, and one million documents in microform.

Specific information about the Library's holdings is available via terminals in the Library, over the campus electronic network, BEARNET, or through the Internet. The Special Collections Room houses rare or unusual titles in theology, pharmacy, and literature.

Cataloging and interlibrary loan are supported through membership in the regional and international networks. Interlibrary use cards allow Mercer students to borrow other materials from the libraries of institutions who are members in the Atlanta Regional Consortium for Higher Education, an Atlanta-Athens consortium of twenty-five universities and affiliated libraries. Among the Library's other memberships are the American Library Association, the Atlanta Health Sciences Consortium, the North Georgia Associated Libraries Group, Georgia Interactive Library Network, and the American Theological Library Association.

The Library offers seating for 350 users, twenty group study rooms, a state of the art classroom, and the Brown Gallery for art exhibitions. An after hours study room is available for those students who wish to pursue their studies after the Library closes.

## **Special Programs**

### **Office of Sponsored Programs**

The Office of Sponsored Programs (OSP) is the central focus of research activity at Mercer University. It provides support for the preparation and submission of research proposals.

OSP seeks ways to engage both undergraduate and graduate students and faculty in leading-edge research and exploration of the unknown. Students and professors alike benefit from the interchange and cross-fertilization of ideas between teaching and research. Every effort is made to immediately incorporate research findings into the classroom.

OSP provides enhanced databases to house contract and grant information and assists in developing an extramural support team dedicated to providing an economic base for researchers.

### **Atlanta Regional Consortium for Higher Education**

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

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

### **International Programs**

The Office of International Programs (OIP) is the central administrative unit of international education. The OIP is responsible for the study abroad program, student and faculty exchange programs, international student and scholar services, and the English Language Institute (ELI). The OIP is also responsible for managing the University's undergraduate relationships with foreign universities and academic programs. Its mission is to support students and faculty in each of these areas of international education.

## **International Student and Scholar Services**

The International Student and Scholar Services' program mission is to advise Mercer students on F-1 visa and exchange students/scholars on J-1 visas. The Coordinator of International Student and Scholar Services is the responsible person for advising Mercer's international community on these federal immigration regulations. In addition, the program advisor orients Mercer's international community on cultural adjustment to the classroom and the campus. The coordinator also serves as mentor for the Mercer International Student Association.

Note: All degree-seeking international students who possess F-1 visas on the Atlanta campus and at the Regional Academic Centers will need to visit the Coordinator of International Student and Scholar Services in the Davis Building. Students in the Atlanta English Language Institute (ELI) will need to visit the Assistant Director of ELI on the Atlanta campus for advising needs.

For more international student and scholar information, please consult the department's web site at [www.mercer.edu/international](http://www.mercer.edu/international).

## **English Language Institute**

Offered on the Atlanta campus, the Mercer University Language Institute (ELI) is designed to assist the international student in developing English language skills at levels sufficient to succeed in an American university undergraduate or graduate program. Grammar, reading, writing, and speaking skills are taught using an integrated approach. These skills are reinforced in required classes in the computer language laboratory. Practice in using English to complete simulated university tasks is provided at the upper levels. Students who successfully complete the ELI program 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. During the academic year, there are four eight week sessions that begin in August, October, January, and March. In Atlanta, there is an eight week summer session that begins in May and a seven week session that starts in July.

International students interested in a degree program in Macon may take ELI courses in Atlanta prior to matriculation in a Mercer college or school. Upon successful completion of the Atlanta ELI, international students may transfer to the Macon campus.

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

## **Alumni Association**

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

The purpose of the Association is to perpetuate the friendship formed in college days and to foster the causes of education in general and specifically at

Mercer University. One of the functions of the Association is the promotion of the Annual Alumni/ae Fund, which provides opportunity for contributions to advance the scholarship and student aid funds and provides many education enhancements to strengthen the academic program.

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





# Campus Life

## Campus Health Care Services

Mercer Campus Health Care Services is located on the second floor of the Sheffield Building. The facility is staffed by a registered nurse. The medical fee, which is included in fees paid by all students, entitles all students to use Campus Health Care Services for ordinary cases of sickness and accidents. Information regarding the specific medical services provided is available in the office.

Hours of operation are: Mon-Friday 8:00 - 4:30 pm

In addition to the traditional infirmary services the expanded Student Health Services are available to assist enrolled students in reducing costs of health care. This service is not meant to take the place of primary insurance and requires enrollment in the Student Health Services program. Questions concerning Campus Health Care Services can be answered by calling 678-547-6130.

## Student Health Insurance

The University recognizes the need for students to be covered by a health insurance plan. Therefore it encourages students to have insurance coverage through their families' or an individual plan.

## Immunization Policy

**All** students **must** provide a statement of immunization or immunity 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. Students **must** have been at least 12 months old when the first Measles dose was received. Physician-diagnosed disease is proof of immunization against measles, but not rubella. Students born before 1957 need Rubella immunization **only**.

Prior to enrollment at Mercer, 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, and Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.

Immunizations for the following diseases are recommended, but not mandatory: chicken-pox (variella), 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.

Tuberculosis screening (within the past year) is **required** of all new students, prior to enrollment at Mercer. Students should be tested by a PPD skin test (Mantoux). The tine tuberculosis 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 within the past

year) to be eligible to register. Individuals with a positive tuberculosis skin test should be evaluated by a physician.

Do not assume that childhood immunizations are adequate. The student is responsible for having an adequate immunization status. Medical facilities in the U.S. and in other countries are required to keep records of medications given. Additional sources of immunization information include community clinics, health departments, elementary school, high school and college records.

Mercer requires the signature of a physician or health care provider on the immunization history form. Students should make copies of the completed 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.

Students enrolled in the Southern School of Pharmacy or the Georgia Baptist College of Nursing are subject to additional health requirements and should consult the appropriate bulletins.

## **Food Services**

A full-service cafeteria is located in the Student Center. Information concerning its specific services and hours of operation may be obtained in the facility.

## **International Student Services**

The Office of Student Affairs on the second floor of the Davis Building has resources to assist international students with their transition to Mercer. Information concerning housing, finances, international programs in Atlanta and U.S. government regulations concerning international students is available. Student Affairs also serves as the referral source for meeting the international students' needs.

## **Counseling and Career Services**

The Office of Student Affairs on the second floor of the Davis Building offers a full range of counseling and career services. Students can discuss their personal, education and career concerns with a professional counselor. A variety of tests are available to help students identify their vocational and educational interests, study skills and personality traits. Other career services included career exploration, resume writing and interviewing skills, and interviews with prospective employers. Students and alumni of Mercer University are eligible to use career services.

## **Educational Media**

The Department of Educational Media, located on the first floor of the Swilley Building, employs state-of-the-art instructional technology to support and facilitate the educational process of the professional, undergraduate and graduate programs on campus. Academic support services are provided by teaching, producing, identifying, purchasing, borrowing, and distributing audio-visual materials and equipment.

Four hi-speed audiotape duplicators, a video duplication system, a video

studio, video editing rooms, darkrooms and a presentation development center (which houses a full page scanner, computer to video converter, computer imaging system for slides and a high resolution color printer) are available for student and faculty use. Consultation and training in the use of the media resources and facilities are provided for groups and individuals. A telephone answering machine is available for equipment requests 24-hours a day, seven days a week.

The Wooten Auditorium is located within the department and is frequently used for presentations. The auditorium is equipped with a data capable video projector, IBM compatible PC, satellite feed, remote and podium microphones, video player, audio tape recorder/player, overhead and slide projectors, and controllable lighting settings with remote control. A satellite system (Ku and C-Band) for receiving nationally broadcast programming and teleconferences is available.

## **Student Organizations**

International Students Association (ISA) - The purpose of this organization is to promote an understanding of the international student within the Mercer community. Activities of the ISA seek to promote cultural and educational exchange as well as the growth of meaningful relationships between international students and American students.

Korean Student Association - The purpose of this organization is to promote recognition of the Korean culture and provide a time of social opportunity for those interested.

The Thai Student Association - The purpose of this organization is to meet the academic and social needs of Thai students and to assist new students in adapting to the American culture.

## **Student Conduct**

The University expects students to conduct themselves in a manner which 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 as having an adverse effect on the University community may result in disciplinary action, including dismissal.

The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline is limited to conduct which 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 By Laws of the University.

## **Parking Regulations**

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

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

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

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

## **Penalties**

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

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

**Vehicles are banned from campus after receiving 5 tickets**

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

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

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

## **Traffic Citation Appeal Procedure**

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

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

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



# Financial Information

## 2004-2005 Academic Year Only

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

## Tuition and Fees

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

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

	Per Hour
Undergraduate .....	\$491
Graduate course	
Master of Business Administration .....	\$505
Master of Business Executive Forum .....	\$457
Master of Business Douglas Campus .....	\$409
Health Care Management .....	\$457
Technology Management .....	\$457
Executive Master of Business (Contact the Stetson School of Business and Economics for current rates.)	

### Tift College of Education

Master of Education .....	\$335
Specialist in Education .....	\$335
Special Fees for each course:	
EDUC 585, 596, 662, and 686 .....	\$100
EDUC 592 .....	\$200

### College of Continuing and Professional Studies

Master of Science in Community Counseling .....	\$335
Special Fees for each course:	
Internship, fieldwork, practicum (COUN 609, COUN 610) for Community Counseling .....	\$100

### Georgia Baptist College of Nursing

Students who began Spring 2001 or before Spring 2001 .....	\$442/hr
Full-time Nursing (12-16 hours) .....	\$13,944/yr or \$6,972/semester
Less than 12 hours or more than 16 hours .....	\$581
Graduate Nursing Program (9-12 hours) .....	\$12,375/yr or \$6,187.50 semester
Less than 9 or more than 12 hours .....	\$687.50/hr

## **Fees Specific to College of Nursing Students Only**

Lab fees for NUR 209, NUR 210, NUR 211, NUR 220, NUR 310, NUR 330, NUR 331, NUR 410, NURN 211, BIOL 111, BIOL 112, BIOL 255, and NUR 602	.....\$25 each
Activities semester	.....\$100
Liability Insurance	.....\$25/year (to be charged each Spring semester)
Standardized Test Fee	.....\$25/semester
Dedication Fee charged Fall semester to students in NUR 220 and NUR 310	.....\$40
Pinning/Graduation Fee	.....\$125
Orientation Fee	.....\$35

Nurse Paks must be purchased from the campus bookstore and vary according to course.

## **Graduate Fees**

Activities fee	.....\$50
Liability Insurance	.....\$25/year (to be charged each Spring semester)
Graduation fee	.....\$125
Orientation Fee	.....\$35

## **School of Engineering**

Contact the Graduate Programs Office of the School of Engineering for current tuition and fees.

**James and Carolyn McAfee School of Theology** .....\$564/hour

## **Miscellaneous Fees**

Application fee (non-refundable)	.....Fee varies by college, \$25 - \$35
Application fee - (non-refundable) International Students	.....\$50
Thesis Binding Fee	.....\$30
Dissertation Binding Fee	.....\$40
Personal Copies (if desired)	.....\$10
UMI Microfilm Publication	.....\$55
	(Copyright registrations will be additional.)
Late Registration	.....\$25
Late Payment Fee	.....\$25
Payment Plan Fee	.....\$25/semester
Transcript fee	.....\$2/each
Returned Check Fee	.....\$25 or 5%
	of check amount, whichever is greater. (Obligation and fee for returned checks must be paid in cash, cashier's check, or money order. After two returned checks, students are on a "cash only" basis with the University.)

*Please note that the above listed tuition rates and miscellaneous fees are for the 2004-2005 academic year and are subject to change without prior notice.*



## Payment of Tuition and Fees

All tuition and fees are due and payable each semester, not later than the first official day of class. Only those students who register for a given semester during early registration will be billed for the semester in advance. Accounts may later be adjusted and rebilled based on changes in class schedules and financial aid awards. Students who are not early registered and billed prior to the beginning of the semester must be prepared to pay tuition and fees at the time they register. **A fee of \$25 will be charged for late payment.**

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

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

Payment of fees is the responsibility of the student, regardless of sponsorship by his or her employer.

## Contractual Obligations

The registration of a student signifies the assumption of definitive obligations between the student and the University. It is an agreement by the student to fulfill the terms of the registration contract.

## Method of Payment

**Tuition, special fees, housing, and other assessments may be paid by cash, check, money order (made payable to Mercer University), and the University also accepts VISA, MasterCard, Discover, and American Express. If paying online, please use only VISA or MasterCard.**

**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.**

In an ongoing effort to assist our students financially, Mercer offers a **Monthly Payment Plan**, which allows the student to pay tuition in monthly installments. Also, students who receive company reimbursement are eligible to participate in our **Deferred Payment Plan**. For more information concerning these payment options, please contact the Bursar's Office on the Cecil B. Day Campus.

## Debts

No records are released, no future registration is allowed, and the faculty considers no student as a candidate for graduation until all indebtedness to the University has been settled. The Bursar's Office is authorized to withhold and apply to the student's debt any funds needed from the student's payroll check, stipend, scholarships, loans, State Grants, or any other student financial aid. Students with outstanding indebtedness will not be eligible to register for subsequent semesters, and may be subject to late penalties and interest charges. Unpaid student accounts, which are deemed delinquent, may be placed with a collection agency. If such action is required, the student will be liable for any

cost associated with such action. The student should understand that collection costs will be a minimum of 33 1/3% and up to 67% of the outstanding balance.

## **Audit Fees**

Under certain conditions students may register for a course on an audit basis. (See the index for specifics.) Undergraduates enrolled for twelve semester credits or more and graduates enrolled for nine semester credits or more may register for one audit course without charge. For students carrying less than the minimum credits specified above, the audit fee is one-half the tuition for the course being audited. Exception: McAfee School of Theology audit courses are assessed at \$50 per semester hour.

## **Refund Policy**

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 at 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 their school's Registrar's Office, or 2. phoning their school's Registrar's Office and having an official Term Withdrawal form completed for them. The completed form must be received in the Registrar's Office before the resignation process can be finalized. Resignation calculations will be based upon the date the Term Withdrawal form is received in the Registrar's Office.

No charges are assessed for housing or meals when a student resigns prior to the first day of class for the term. Dormitory housing charges are refundable on a prorated basis when a student resigns on or after the first day of class. The dormitory housing refund is based on the date the room is vacated and the keys are returned following formal resignation. Meal plan charges are refunded on a prorated basis for the remaining days in the semester once the student has formally resigned, checked out of their room, and returned their keys and keycard.

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, via the Atlanta Campus Bursar's Office. **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 Federal Return Policy. Otherwise, the University may use the student's last 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 30 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 their 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.**

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

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

*\*\* 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.*

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

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

1. Loans:
  - Federal Unsubsidized
  - Federal Subsidized
  - Federal Perkins
  - Federal PLUS
2. Grants (& Other):
  - Federal Pell
  - FSEOG
  - Other Title IV (excluding College Work Study earnings).

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

1. Mercer Institutionally funded Loans  
Mercer Institutionally funded Grants/Scholarships
2. Mercer Endowment funded Loans  
Mercer Endowment funded Grants/Scholarships
3. State and Other Loans  
State and Other Grants/Scholarships
4. Student/Parent Payments

### **Sample Refund Calculations:**

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

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

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

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

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

Typical Charges: \$1,959 Graduate Tuition

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

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

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

*\*Note this is the same calculation used for the percentage of Title IV Aid Earned.*

Amount of Tuition earned by the Institution =	\$1,959 x 23.7% = \$464.28
Amount of Tuition to be Credited to the Student's Account =	\$1,959 - \$464.28 = \$1,494.72
Amount of Title IV funds earned by Student =	\$3,000 x 23.7% = \$711
Amount of Title IV fund to be Returned to the Direct Loan Program =	\$3,000 - \$711.00 = \$2,289
Amount of Title IV funds to be Returned by the University =	\$1,959 x (100-23.7%) = \$1,494.72

Amount of Title IV funds to be Returned by the Student = \*Since the student received a Direct Loan the student will be responsible for the repayment of the

amount borrowed less the amount Returned by the University in accordance with the promissory note signed by the student.

Snapshot of Student Account:

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

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

Typical Charges:

\$9,145 Tuition  
 1,750 Dorm Room  
1,480 Meal Plan  
 \$12,373 Total Charges

Financial Aid Disbursed:

\$5,000 Federal Subsidized Direct Loan  
2,000 FSEOG Award  
 \$7,000 Total Title IV Financial Aid  
 3,000 Institutional Scholarship  
2,000 Outside Scholarship  
 \$12,000 Total Financial Aid Disbursed

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

Amount of Charges earned by the Institution =  $\$12,375 \times 23.7\% = \$2,932.87$   
 Amount of Charges to be Credited to the Student's Account =  $\$12,375 - 2,932.87 = \$9,442.13$   
 Amount of Title IV funds earned by Student =  $\$7,000 \times 23.7\% = \$1,659.00$   
 Amount of Title IV funds to be Returned to the Title IV Programs =  $\$7,000 - \$1,659 = \$5,341$   
 Amount of Title IV funds to be Returned by the University = the lesser of  $\$5,341$  or  $\$12,375 \times (100-23.7\%) = \$9,442.12$

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

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

Amount of Title IV funds to be Returned by the Student = \*Since the University returned the full amount due to the Title IV programs then there are no funds to be returned to the Title IV programs by the student.

**Calculation of Remaining Credit for University Charges and Distribution towards Non-Title IV funds:**

Total Charges Credited	=	\$9,442.12
Less Title IV funds returned by the University	=	<u>5,341.00</u>
Funds to be Returned to Non-Title IV Funds	=	\$4,101.12

These funds are distributed as follows: \$3,000 to Institutional Scholarship  
\$1,101.12 to Outside Scholarship

Snapshot of Student Account:

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

## 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 regulation 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 began the leave of absence.

## Overpayment

All payments made by or on behalf of the student shall be receipted to their account. Students do not have to request a refund in the event of an overpayment to his/her account. Refunds are processed regularly by the Bursar's Office. Students are welcome, though, to contact the Bursar's Office to inquire about his/her eligibility for a refund and to determine a general time frame of when a refund will be available.

## Financial Assistance

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

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

**May 1** is the "priority filing date" for applications for the subsequent fall term. Completed applications received after this date will be considered based upon availability of funds. Applicants must complete a Mercer Application for and the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and complete the Mercer University Application for Financial Assistance online at [www.mercer.edu/finaid](http://www.mercer.edu/finaid).

### How To Apply For Financial Assistance

In order to apply for Financial Assistance, an applicant must:

1. Apply for admission to the University. Only students who have been accepted for admission may receive a financial assistance award notification. To obtain an Application for Admission contact the Admissions Office.
2. Submit a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Processing of this application generally requires two to three weeks. Time should be allotted for filing and processing prior to the May 1 deadline date.
3. Complete a Mercer Application for Financial Assistance and return it to the Office of Student Financial Planning.

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

## General Regulations

1. An applicant for financial assistance must be admitted to the University before financial assistance can be awarded.
2. Ordinarily financial assistance is awarded for two semesters of the regular academic year. One-half of the annual financial assistance award will be paid each semester with the exceptions of work study earnings and the Georgia Tuition Equalization Grant. Summer school aid requires a separate Mercer Financial Assistance Application.
3. Payments of funds will be made only to students who maintain satisfactory academic progress in the course of study being pursued; are not in default on any loan made, insured or guaranteed for attendance at any institution and do not owe a refund on grants previously received for attendance at any institution under the Pell Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant programs.
4. Recipients of any financial assistance should be aware that a portion or all of any refund due from the University may be reimbursed to the source(s) of the student's financial assistance for that term. Students receiving aid for non-direct educational expenses may be required to return a portion or all of the funds awarded for the term in the event the student ceases to be at least a half-time student.
5. Veteran's Benefits must be considered part of the student's financial assistance package.

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

## Standard of Satisfactory Progress

To maintain eligibility for financial assistance, a student must progress from one class level to the next within a specified number of semesters, as defined below:

	Full Time	3/4 Time	1/2 Time
Undergraduate	3	5	6
Graduate	3	—	6



In order to meet this standard, students should successfully complete at least the following minimum credit hours per semester

	Full Time	3/4 Time	1/2 Time
Undergraduate	12	9	6
Graduate	9	—	5

A cumulative grade point average of at least 2.0 (3.0 for graduates) is required by the completion of the first grade level in attendance. Students who do not meet this standard due either to the failure to complete the minimum hours per semester to progress to a higher class level within the specified number of semesters, or failure to meet and maintain the required cumulative grade point average will be placed in a “warning” status.

Students will be notified in writing of this warning and of any required actions necessary to meet the standard of satisfactory progress. Students placed on warning due to grade point average will be required to achieve at least 2.0 for each subsequent semester of enrollment until at least a 2.0 cumulative average is achieved. Graduate students must achieve a 3.0 cumulative average.

However, all students must achieve the grade point average specified for graduation by the time they enter the 30 hours in residence. If a student is not meeting the standard of satisfactory progress due to incomplete course work then all incompletes must be successfully completed during the semester of warning.

Any student not performing as required during the warning semester will be placed in suspension, which means the denial of any aid for at least one semester or until evidence is provided to document that any required credit has been received or that a prescribed grade point average has been achieved. Students placed in suspension may appeal in writing to the Director of Student Financial Planning. Appeals should specify exactly how or why the student did not meet the standards prescribed in the warning notification.

Supporting documentation may be required to support the request for appeal; i.e., doctor’s verification of illness, etc. The student will be notified in writing of the decision of the appeal. If the appeal is successful and aid was withheld, then it may be disbursed if the student meets all other eligibility requirements. However, no new aid will be offered or certified for a student in suspension for not meeting satisfactory progress.

Students are encouraged to seek academic counseling or to see a Student Financial Planning Officer at the first sign of academic difficulty.

## Types of Financial Assistance

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

## Grants

**Federal Pell Grant:** A federal aid program available to eligible undergraduate students. The amount of a Federal Pell Grant is determined on the basis of the student’s financial resources and the resources of his/her family along with

the cost of education at the institution the student attends. The maximum Federal Pell Grant is currently \$4050.00 per academic year.

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

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

**The HOPE Scholarship Program:** Funds are provided by the State of Georgia to qualified undergraduates. Qualifications include full-time attendance, a cumulative grade point average of at least 3.00 from all prior course work, and residency in Georgia for at least one full year prior to the registration date for a particular semester. Please note that the HOPE GPA of 3.0 or higher cannot include "plus" grades (e.g., B+,C+). Eligible student must be citizens or permanent residents. The HOPE Scholarship at Mercer Atlanta is \$3,000 per year. Additional regulations may apply, please see the Office of Student Financial Planning for details.

To be considered for these grants, the student must complete the application **Online at [www.GSFC.org](http://www.GSFC.org). No application can be accepted after the last day of registration for the semester.**

The following definitions apply to the Georgia Tuition Equalization Grant, and the HOPE Scholarship:

**Full-Time Student:** An eligible grant recipient must be enrolled full time each school term, defined by statute as a minimum of 12 academic hours.

**Legal Resident:** For purposes of this program, the term "legal resident" means a citizen or permanent resident of the United States who is domiciled in the State of Georgia. (DOMICILE OF A PERSON IN GEORGIA MUST BE ESTABLISHED A MINIMUM OF TWELVE (12) MONTHS.)

**Adult or Age of Minority:** A resident of Georgia 18 years of age or older is an adult or person of full age under the laws of Georgia. The domicile of an adult or person of full age who labors under no disability is the place where the person resides permanently. Students aged 18-24 whose parents reside outside Georgia are presumed to be domiciled outside Georgia, unless rebutted by the student upon proof.

**Domicile of Military Personnel:** A member of the Armed Forces is presumed to maintain during his/her entire period of military service the same domicile which was in effect at the time he/she entered military service. In order for military personnel to claim a new domicile in Georgia for themselves, their spouses, or for any of their dependent minors to be classified as legal residents of Georgia for purposes of this program, the following must be furnished to the institution as a part of an application for a grant:

1. A statement from an appropriate military official to the effect that the serviceman's home-of-record and the state designated as his legal resi-

dence for income tax purposes, as shown on his military personnel record, is the State of Georgia.

2. Satisfactory evidence that the serviceman, the applicant, or both are registered to vote in Georgia, and that one or both filed Georgia state income tax returns during the preceding year.

## Loan Programs

**Federal Perkins Loan:** Funded by the federal government and administered by the University, this loan program provides funds to students with proven financial need. All awards under this program are made by the Student Financial Planning Officers. The repayment period and the interest do not begin to accrue until nine months after the student ceases to be at least a halftime student. As of October 1, 1981 the interest rate for new loans is 5 percent simple. Complete information regarding a borrower's rights and responsibilities including a sample repayment schedule may be obtained from the Student Loan Office.

**Federal Direct Stafford Student Loan Program:** This program allows students to borrow funds directly from the Federal Government. Laws which govern the student loan program generally permit the guarantee of student loans in the following amounts: \$2,625 per academic year for freshmen; \$3,500 for sophomores; \$5,500 for juniors and seniors and up to \$8,500 for graduate students. Repayment begins six months after leaving college.

**Federal Direct Unsubsidized Stafford Student Loan Program:** Graduates or independent undergraduates may borrow regardless of income up to the following amounts per academic year: \$4,000 for freshmen and sophomores; \$5,000 for juniors and seniors; \$10,000 for graduate students.

Repayment of interest begins within 60 days of disbursement. The loan principle may be deferred during at least half-time enrollment. Interest rates are variable. Repayment of principle begins within 60 days of last date of attendance.

**Federal Direct Parent's Loan for Undergraduate Students (PLUS):** Parents may borrow up to the cost of attendance for a undergraduate student. Repayment begins within 60 days of disbursement. Interest rate is based on the 52 week Treasury Bill, not to exceed 9%.

## Employment Programs

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

**On-Campus Employment:** This program is made available by the University on a part-time basis to students currently enrolled. Students may pick up applications in the Office of Student Financial Planning.

## **Georgia Baptist Foundation Scholarship Fund**

This fund provides assistance to applicants enrolled as full-time students in the Baptist colleges within the state, who are members of Baptist churches of the Georgia Baptist Convention. The amount of the award may vary according to a student's need and the annual allocation each year from the Georgia Baptist Convention. Students must apply for financial assistance to be considered for this scholarship.

## **Other Scholarships and Grant Assistance**

The Application for Financial Assistance is a general application and all applicants will be considered for every scholarship coordinated through the Office of Student Financial Planning. Funds are provided by many sources and are made available as restricted and unrestricted scholarships or grants.

Students should contact their high school counselors or principals concerning scholarships offered by local or national foundations, organizations, and individuals. A bibliography of sources is available in the Office of Student Financial Planning.

## **Costs of Attendance**

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

## **Disbursement and Refunds**

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

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

Payment of funds will be made only to the student who is maintaining satisfactory progress in the course of study he/she is pursuing; is not in default on any loan made, insured or guaranteed under the Stafford Student Loan or Perkins Loan Program for attendance at any institution, and does not owe a refund on grants previously received for attendance at any institution under the Pell Grant, the Supplemental Educational Opportunity Grant or State Student Incentive Grant programs.

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

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

## **Veterans**

Any veteran who wishes to attend Mercer University under one of the veterans' benefits programs should make application in the normal manner for the program of study selected. The administration of Veteran's benefits is handled through the Office of the Registrar in Macon.

As soon as new veterans are accepted for admission, they should contact the Registrar's Office for further instruction.

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

## **Additional Information**

The Office of Student Financial Planning staff is available during the normal administrative working hours of the institution to provide additional information regarding the Financial Assistance Program of Mercer University as required by the Student Information Requirement as stated in Title IV of the Educational Amendments of 1976. Appointments may be made by calling (678) 547-6400.



# Academic Information

General regulations governing academic programs are published in this section. Specific regulations governing programs within any particular college or school are published in the respective college or school sections of this bulletin. Students are expected to be familiar with all regulations that affect them and are responsible to develop and carry out an educational plan which will enable them to achieve their degree objectives.

## General Education

The undergraduate schools and colleges of Mercer University are clearly distinct. The autonomy and traditions of each is respected. Although each school is unique, all have identified goals, objectives, and outcomes that they share and that are reflective of a Mercer education. The objectives and specific outcomes, related to each major goal, do not constitute an exhaustive list but rather a summary of the central, intersecting objectives and outcomes.

Mercer University is dedicated to the ideal of educating the whole person and providing a foundation that can be described by the Greek term “Paideia”. Paideia is consistent with the founding vision of Jesse Mercer as he sought to encourage learning and culture for both clergy and laity. Teaching, character development, service and leadership, classical education, and the nurturing of a prevailing culture are all instrumental. Mercer’s aim is to prepare all students to contribute to society through a sharing of their knowledge, skills, and character.

Through the general education curriculum Mercer University graduates will be able to:

- A. Reason effectively
- B. Demonstrate broad and deep knowledge
- C. Demonstrate habits of free inquiry
- D. Demonstrate an understanding of themselves in light of the values and traditions upon which the University was founded.

From these four goals flow the intended educational outcomes for general education at Mercer University:

- A.
  1. Communicate clearly, responsibly, and with integrity in written and oral forms
  2. Master at least the basic principles of mathematical and scientific reasoning
  3. Identify, access, and evaluate information and materials as needed for personal, academic, and professional purposes
- B.
  4. Acquire foundational knowledge important to becoming an informed person and/or for the major
  5. Relate theory, principles, and content from one discipline to another

6. Demonstrate familiarity with cultures and traditions other than one's own

C.

7. Work as part of a team/group, to learn and teach cooperatively, to develop an appreciation of individual differences, and to assess one's own and other's roles in a working group

8. Consider viewpoints other than one's own, including viewpoints associated with other cultures and traditions

9. Commit to live as an engaged and informed citizen

D.

10. Reflect on one's life and learning experience

11. Develop a respect for intellectual and religious freedom

## **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 advantage of work that has been done by another person. This includes plagiarism, cheating, and other acts of dishonesty in academic areas.

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

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

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

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

### **Stetson School of Business and Economics**

Bachelor of Business Administration

Master of Business Administration

Executive Master of Business Administration



**School of Engineering**

Master of Science in Engineering

- Electrical Engineering

- Software Engineering

Master of Science

Technical Communication Management Software Systems

**Tift College of Education**

Master of Education

Specialist in Education

**College of Continuing and Professional Studies**

Master of Science in Community Counseling

**Georgia Baptist College of Nursing**

Bachelor of Science in Nursing

Master of Science in Nursing

**McAfee School of Theology**

Master of Divinity

Doctor of Ministry

**Southern School of Pharmacy**

Doctor of Pharmacy

Doctor of Philosophy

Detailed information concerning degree programs offered by the Southern School of Pharmacy is published in a separate bulletin. (See inside cover for information on obtaining a copy of this and other bulletins of Mercer University).

**Units of Credit**

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

**Course Load**

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

For the purpose of computing the full-time equivalent enrollment, an undergraduate student carrying 12 semester hours is considered a full-time student. A student carrying less than 12 semester hours is considered a part-time student. A normal full-time load for the graduate programs in business, education, counseling and engineering is 9 semester hours.

## Course Numbering System

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

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

300	Junior
400	Senior
500	First level graduate courses
600	Graduate courses designed for graduate students only.

### School of Engineering

500	First level graduate courses; may also be taken by qualified undergraduates
600	Master of Science in Engineering
600	Master of Science

### 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

### Georgia Baptist College of Nursing

100	First Year
200	Second Year
300	Third Year
400	Fourth Year

### College of Continuing and Professional Studies

600	Graduate courses designed for graduate students only
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## Undergraduate Student Classification

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

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

## Grading System

Cumulative grade point averages are computed on 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
S	Satisfactory	*
U	Unsatisfactory	*
ABX	Absent from final examination (excused)	*
IC	Incomplete in 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 (SU) Grade**

Undergraduate students in the Tift College of Education and the Stetson School of Business and Economics may elect the S/U option in certain courses. Registration on a S-U basis is not permitted in graduate level courses with the exception of Engineering research courses. For policies on S/U option, see the appropriated section of each of these schools in this *Bulletin*.

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

The student electing the “Satisfactory-Unsatisfactory” grading basis must make this decision at the time of registration, and cannot change it during the semester, except for the purpose of withdrawing.

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

### **ABX and Incomplete**

The grade of ABX denotes that the student was absent from the regular final examination because of sickness or another valid and compelling reason 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 satisfactory to the instructor. All course work in an undergraduate class must be completed no later than mid term of following semester or the IC grade will be changed to a grade of “F.”

All ABX and IC grades must be removed before degrees will be awarded.

### **In Progress (IP)**

The IP (**In Progress**) grade is assigned only in courses which require com-

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

## Grade Appeals

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

## Registration

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

Completing the registration process commits a student for the courses requested and for the corresponding fees and charges incurred. IMPORTANT To cancel a registration at any point after the Registrar's Office has entered course selections in the computer, a student must complete a Course Change Request form. If the appropriate official form is not completed, a grade of F may be assigned if the student does not attend class.

## Cross-Registration

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

Students who wish to cross register must proceed as follows:

1. Obtain a University Center Cross Registration Form from the Registrar's Office.
2. Fill out the Cross Registration Form completely. The form requires the signature of the student's academic advisor or the dean and the Coordinator of Cross Registration.
3. Check the calendar on the Cross Registration form for the dates by which the cross registration form needs to be processed.
4. A student must be enrolled in a course at Mercer to cross register. The student will pay the tuition of Mercer for the course taken at the other institution. The refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.

5. The form will be sent to the host school for processing. Registration will be on a space available basis and upon approval of the host institution. Communication from the host institution will specify the time and date on which the student must register.
6. All regulations, policies, and procedures of a host institution apply to the cross registered student while enrolled there.
7. Students must complete a new Cross Registration Forms for any subsequent term in which they wish to participate in the Cross Registration Program.

## **Readmission of Former Students**

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

1. A completed application for readmission. There is not fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer.

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

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

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

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

## **Repeating Courses**

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 overall major, minor and/or school or college GPA, or who have extenuating

circumstances, must have the appropriate dean's permission to exceed the four course limit.

Enrollment documents for such courses will carry "Repeat" added to the course, and this notation will appear also on the class roll and permanent record. Hours of credit will be granted only once. The grade recorded in the final attempt will prevail. The final grade will be used in computing the cumulative grade point average whether it is higher or lower than any previous grade(s). 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 *Bulletin* 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" as an overload. A course may be repeated on an audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s).

Courses originally taken on a letter grade basis may not be repeated on a "Satisfactory-Unsatisfactory" basis.

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

The policy for Georgia Baptist College of Nursing students may be found in this *Bulletin* within the Nursing section.

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

## **Class Auditing Regulations**

Auditors are assumed to be seriously interested in the course for which they enroll. An official entry of a student's permanent academic record will be made only if he or she attends 75 percent of the classes of the course.

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

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

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

### **Schedule Changes**

Course changes (dropping and/or adding) may be made during the schedule change period as specified in the calendar of this *Bulletin*.

To change courses during this time period, a student must complete a Drop/Add/Withdrawal form (available at the Registrar's Office) and secure the advisor's signature if required, along with the appropriate date stamp of the Registrar's Office.

Courses dropped during this change period will not appear on the student's grade report or permanent academic record.

### **Course Withdrawal**

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

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

The clinical withdrawal policy for Georgia Baptist College of Nursing students may be found in this *Bulletin* within the Nursing section.

### **Term Withdrawal**

Term withdrawal (resignation) from the University occurs when the student officially withdraws from all enrolled courses. A student may withdraw up to the end of the ninth week of the semester, receiving the grade of "W." The student must complete a Term Withdrawal Form and submit it to the Office of the Registrar by the announced deadline. A student withdrawing after the deadline will receive an "F," except that in extreme personal circumstances and with appropriate documentation, a "W" may be awarded.

**Students who do not formally change their schedules, withdraw from courses, or totally withdraw from the University may be assigned grades of "F." Non-attendance does not constitute official schedule change, withdrawal, or term withdrawal.**

Refund Policy information is found in the Financial Information section of this *Bulletin*.

### **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 transcripts or provided by the International Baccalaureate Office.

In addition to CLEP, Advanced Placement, 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 that may be challenged and establishes the criteria for awarding credit. A student may receive no more than 32 hours of credit from all extra-course examinations including Advanced Placement, CLEP, the International Baccalaureate Program, and credit by examination.

Credits earned through the University's credit-by-examination process will be posted to the permanent academic record in the transfer credit area. This credit will carry an annotation 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 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 are available in the Office of the Registrar.

## **Independent Study**

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

## **Class Attendance**

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

## **Final Examinations**

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



## **Transient Status, Mercer Undergraduate Students**

An undergraduate student who wishes to take academic courses elsewhere as a transient student and apply those credits toward the Mercer degree must obtain written approval in advance from the Assistant Dean and the Registrar's Office and must have been enrolled at Mercer and attended classes at least one semester. Transient Request forms for this program 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 institution is regionally accredited 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.

Transient credit from two-year colleges is limited as part of transfer credit (refer to section on transfer credit) to 64 semester hours. If 64 hours have previously been transferred from two-year colleges, transient credit will displace course hours that are not needed for program completion.

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

## **Academic Warning, Probation and Suspension**

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

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

## **Dean's List and President's List**

Refer to the section of this *Bulletin* pertaining to the undergraduate programs of the Stetson School of Business and Economics and the Georgia Baptist College of Nursing for minimum criteria for Dean's List and President's List standing. Graduate programs do not have a Dean's List.

## Awarding of Degrees

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

## Degree Requirements

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

## 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 *Bulletin*, and to ensure that such requirements have been met or that appropriate waivers have been secured and filed in the Office of the Registrar.

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

## Participation in Commencement Ceremonies

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

### **Stetson School of Business and Economics (Undergraduate Degrees) Tift College of Education (Undergraduate Degrees)**

Only those students who should complete all requirements for graduation by the end of spring semester may participate in the commencement ceremony. This requirement may include students to whom degrees have already been awarded during the current academic year.

In extraordinary situations an undergraduate student who requires no more than 12 credit hours for graduation and plans to complete the degree requirements during the summer session may petition the Associate Provost of Undergraduate Studies for special consideration.

### **Stetson School of Business and Economics (Graduate Degrees) Tift College of Education (Graduate Degrees) Georgia Baptist College of Nursing McAfee School of Theology College of Continuing and Professional Studies (Graduate Degree)**

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

## Graduation with Honors

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

To be eligible for honors, a student must have earned a minimum of 30 semester hours, and at least a 3.50 GPA at Mercer. In determining the average of 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 convicted of an Honor Code violation is not eligible to graduate with honors.

A student who has been found responsible for an Honor Code violation is not eligible to graduate with honors.

## Student Records (Transcripts)

A complete copy of the student's academic record (transcript) may be obtained by the student presenting a written request and \$2.00 per request to the Office of the Registrar. Telephone and e-mail requests will not be honored. Transcripts produced by the Office of the Registrar include the entire record of a student's academic history at Mercer University. The transcript includes all undergraduate and graduate course work.

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

## 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 education records. These rights include:

1. The right to inspect and review a student's education records within 45 days of the day the Office of the Registrar receives a 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 education records that the student believes in 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 other 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 notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education 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 or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as a 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 education record in order to fulfill his or her professional responsibility.

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, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received, most recent previous institution attended and participation in officially recognized activities and sports.

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

To be named, *Dean*

Farhad Frank Ghannadian, Ph.D., *Associate Dean/Professor*

William S. Mounts, Ph.D., *Associate Dean/Professor*

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

Charles H. Andrews, Walter W. Austin, Jordan M. Blanke, Victoria E. Johnson, William Carl Joiner, Kenneth R. Lord, James R. Marchand, William R. McNay, Spero C. Peppas, Lloyd J.F. Southern, James A. Weisel, Tie Liu Yu, G. Russell Barber (Emeritus), M. B. Neace (Emeritus), and Austin C. Schlenker (Emeritus), *Professors*

Linda L. Brennan, Alice F. Collins, Tammy N. Crutchfield, Andrew J. Deile, Vicki B. Eveland, James L.Hunt, Ali R. Jalili, Nancy R. Jay, Allen K. Lynch, C. Gerry Mills, Arthur L. Rutledge, Atul K. Saxena, Steven J. Simon, Vijaya Subrahmanyam, Mary Jo Vaughan, and Mei Miranda Zhang, *Associate Professors*

Scott Alex Beaulier, Cassie F. Bradley, James E. Coleman, Harold B. Jones, D. David Mcntyre, John R. Miller, Faye A. Sisk and William V. Luckie (Emeritus), *Assistant Professors*

M. Catherine Cleaveland, *Visiting Assistant Professor*

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

### Mission Statement

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

### Performance Objectives

Fulfillment of the Mission is gauged by the SSBE's performance against the following objectives:

- To graduate students who possess the requisite knowledge and skills for productive and continuing careers in business, government and other institutions;
- To prepare and enable students to work effectively in the increasingly complex and diverse environments of modern organizations;
- To provide students with opportunities to identify ethical dilemmas and ethical implications of decision-making inherent in business and society;
- To graduate individuals who possess communication, critical thinking, problem-solving and other creative skills necessary for obtaining and maintaining organizational positions;

- To provide students with examples and opportunities for integration of business theory and application;
- To promote the value of community service and social responsibility by providing opportunities for student involvement in community and professional services.

## **Operational Priorities**

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

## **Values**

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

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

## **Accreditation**

The SSBE is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, 600 Emerson Road, Suite 300, St. Louis, MO, 63141-6762; [www.aacsb.edu](http://www.aacsb.edu).

## **Centers of Excellence**

The Stetson School of Business and Economics is dedicated to expanding the frontiers of knowledge through excellence in teaching, research and serv-

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

## **Code of Conduct**

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

## **Undergraduate Degrees**

The Stetson School of Business and Economics offers the Bachelor of Business Administration (BBA) degree, with a Personal Portfolio of Study (PPS).

## **Graduate Degrees**

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

## **Study Abroad Program**

The Stetson School of Business and Economics Study Abroad Program offers students an excellent opportunity to study different cultural and organizational perspectives and to explore their effects on business concepts and practices. This international experience, which carries six (6) hours of credit in International Business, is an important component of the School's academic programs. The study abroad program includes lectures in international management, marketing, finance, and law; cross-cultural simulations; and visits to varied public and private sector organizations in Europe. Interested students should contact the Program Director for specific information.

## **International Student Services**

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

# UNDERGRADUATE PROGRAMS POLICIES AND PROCEDURES

## Admission

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

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

- Completion of 30 semester hours or 45 quarter hours of college-level credit from a regionally accredited college or university.
- A cumulative grade point average of 2.25 or better for all college-level credit attempted.
- Good academic 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, but do have at least a 2.0 cumulative grade point average may be eligible for qualified admission status. Those students who have not completed all of the 36 hours in General Education requirements should work closely with their faculty advisors to assure timely completion of all degree requirements. Students having less than one year of credit are advised to contact the Director of Admissions (678-547- 6417) to discuss options for completing the General Education requirements.

Remedial or sub-collegiate courses are not accepted for transfer. The maximum credit allowable from all two-year colleges attended is 96 quarter hours or 64 semester hours. Blanket credit for General Education requirements is not awarded for Associate Degrees.

### **ALL APPLICANTS NEED TO SUBMIT THE FOLLOWING MATERIALS:**

1. A completed Application for Admission.
2. A \$35 non-refundable application fee. \$50 for international applicants.
3. Two official transcripts from all colleges attended.

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

## I. Transfer

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

Materials needed:



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

## **II. International Applicants**

Admission to Mercer University is open to qualified international applicants, and students from many countries are an important part of the University community. All prospective students who are not citizens or permanent residents of the United States are considered international. The University has been authorized under federal law to enroll non-immigrant alien students and to issue I-20 forms.

Academically qualified applicants whose native language is not English must demonstrate oral and written proficiency in the English language, as shown by a minimum score of 550 (213 computerized version) on the TOEFL examination and the recommendation of the English Language Institute of Mercer University. International applicants whose test results indicate a need for additional study in English language skills will be required to complete successfully all courses deemed appropriate by their advisor and the school. All recommended courses become a formal part of the student's degree requirements and must be given first priority when registering. International applicants must submit the following documentation:

1. A completed application for admission
2. History of Education forms
3. A non-refundable application fee of \$50 U.S.
4. Official copies of all transcripts and certificates
5. Official TOEFL scores
6. 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. Financial aid is not available to international students.
7. International applicants who completed all or any 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 SSBE Office of Admissions.

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.

### **III. Transient**

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

### **IV. Special**

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

### **Incomplete Admission File**

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

## **Other Policies and Procedures**

### **Transfer Credit**

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

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

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

No correspondence work will be accepted for credit toward a degree. Mercer

University does accept courses from the Independent Study Programs of the University of Georgia for transfer credit; the maximum credit accepted is 10 semester hours. Credit earned under alternative forms of delivery, such as distance learning, will be evaluated on a case-by-case basis.

## **Undergraduate Transfer and Equivalency Credit Policies**

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

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

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

## **Credit-by-Examination**

Credit-by-Examination toward undergraduate degrees may be earned through the College Level Examination Program (CLEP). On the General Examination, 3 semester hours may be earned on each of two subtests when the percentile is 50 or above and the score on each subtest is at the 50th percentile or above. On the subject examination, 3 or 6 semester hours (depending on the examination) may be earned if the score meets the 50th percentile. Credits on the General or Subject examinations have no grade point values. Credit is awarded to those students who take an Advanced Placement (AP) course and score a three (3) or better on the examination administered by the Educational Testing Service. Applicants should request The College Board to send test results to the Enrollment Service Center. Credit is awarded for scores of 5, 6, or 7 on the Higher Level examinations of the International

Baccalaureate Program.

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

Students presenting Advanced Placement, CLEP, or International Baccalaureate scores may not receive more than 30 semester hours total credit from any or all three sources. Under highly unusual circumstances, an appeal to the Dean may be made for credit greater than 30 hours.

## **Readmitted Students**

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

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

## **Satisfactory-Unsatisfactory Grading Option**

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

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

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

## **Curriculum Comments**

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

Hours credit toward graduation are not awarded for exempted courses. Hours credit are awarded only for courses successfully completed, courses transferred in, and examinations successfully completed through the College

Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), or the University's Credit-by-Examination Process. For special topics and research in accounting, business, economics, finance, management and marketing, credit hours are determined by the nature of the topic, with a maximum of 3 hours for a given subtitle. Various subtitles may be taken for a maximum of 6 hours credit in a student's PPS. A maximum of 6 hours of additional special topics credit may be taken outside the PPS but within the School.

## Recognition of Scholarship

### President's List

The President's List will include all undergraduate students who achieve a 4.0 semester GPA in a regular program of 12 or more hours. At least 12 hours must be taken on a letter graded basis and a grade of S must be earned in all S-U courses taken above this minimum. This distinction is noted on the official academic transcript. Students will not be eligible for the President's List by virtue of repeated courses. A student who has been found responsible for an Honor Code violation is not eligible for the President's List.

### Dean's List

Deans' Lists shall include students who complete 12 semester hours or more and achieve a minimum term grade point average of 3.55; all work must be letter graded with no grade below a C. Full-time or part-time students who earn a minimum term grade point average of 3.66 will also be included if they complete at least 8 hours on a letter graded basis and earn no grade below a Satisfactory or C. Part-time students achieve Dean's List status if they complete 8 to 11 hours that are letter graded with no grade below Satisfactory or C and attain a 3.66 grade point average for the term. Students will not be eligible for the Dean's List by virtue of repeated courses. A student who has been found responsible for an Honor Code violation is not eligible for the Dean's List.

### Graduation with Honors

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

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

## School Honors at Graduation

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

## Academic Warning, Probation, and Suspension

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

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

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

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

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

3. Students who fail to meet the required minimum cumulative grade point average on three consecutive occasions (including Summer term) will be subject to suspension for one term.

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

## **Exceptions and Appeals**

Exceptions to policy or appeals of policy decisions must be made in writing to the Dean's office of the Stetson School of Business and Economics. These will be reviewed by the 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.

## **Academic Internships**

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

## **Undergraduate Degree Requirements**

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

1. A minimum of 128 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 hours taken in a Personal Portfolio of Study, to include courses transferred from other institutions.
4. Completion of the general education requirements.
5. Completion of the mathematics, statistics, communication, and computer science courses required for the PPS earned.
6. Completion of the courses required in the Business Core.
7. Completion of the courses and any other requirements for a Personal Portfolio of Study.
8. Completion of a minimum of 64 semester hours of academic credit in courses other than those which are offered by the Stetson School of Business and Economics, or which transfer to Mercer as business courses, or which count toward the business core curriculum or toward a Personal Portfolio of Study in the BBA degree. For this purpose, up to nine semester hours of economics and up to six semester hours of basic statistics may count in the minimum 64 semester hours outside of Business.
9. Completion of a minimum of 32 hours from Mercer University, 30 semester hours from the Stetson School of Business and Economics. Students may count all economics courses taken in the Stetson School of Business and Economics toward meeting this requirement. Courses taken at another school or college of Mercer University, which meet the requirement of a business core curriculum course, or count toward a PPS on the BBA degree, will count toward meeting this minimum 30 semester hour requirement. MGT 498 must be taken in residence.
10. Completion of a minimum of twelve semester hours of the Personal Portfolio of Study in residence.
11. Take the Senior Assessment Examination.
12. The recommendation of the faculty.

## **SSBE UNDERGRADUATE HONORS PROGRAM**

### **Mission**

The mission of the Honors Program of the Eugene W. Stetson School of Business and Economics of Mercer University is to provide an opportunity to highly qualified business students to excel in an environment that is intellectually challenging and to contribute to knowledge within their disciplines.

### **Admission Requirements**

Undergraduate business students will be eligible to apply for admission to the SSBE Honors Program after having completed 75 credit hours on the basis



of grade-point average and faculty recommendation. Eligibility for initial enrollment will include a minimum 3.75 cumulative grade-point average, a positive recommendation from a member of the SSBE faculty, and approval of the Undergraduate Program Director. Students who fail to qualify for admission to the program upon completion of 75 credit hours may apply later in the program, provided they achieve a cumulative grade point average of 3.75 or higher. They will be advised, however, that late entry into the program may require delay of their graduation from the program.

## **Honors Thesis**

Upon admission into the program, each honor student will identify a topic for an independent research project and obtain approval of the topic from a professor in the relevant discipline who will serve as thesis advisor. The student and thesis advisor will jointly nominate two other faculty members to serve on a thesis committee. The student will register for one hour of thesis credit in each of three successive semesters (including one summer), culminating in the writing of an honors thesis which will be presented formally to the thesis committee for approval. The student will submit the research for publication in the Mercer University Undergraduate Research Journal and for presentation at the Undergraduate Research Symposium, and provide a bound copy to the library.

## **Continued Enrollment in the Program**

Admitted students will retain their honor-student status as long as their cumulative grade-point average remains at or above 3.75 and they make satisfactory progress on the Honors Thesis. Students whose grade-point average drops below 3.75 will be placed on program probation and be allowed one semester to raise it to 3.75. If they fail to do so after one semester, they will not be allowed to continue in the program. Similarly, students must achieve a grade of satisfactory on the Honors Thesis in each of the three semesters in order to retain their status in the program. (A “satisfactory” grade is based on the thesis advisor’s evaluation, in consultation with other committee members, that appropriate progress has been made toward thesis completion at a level of achievement equivalent to that usually awarded the grade of B+ or better.)

## **Honors Degree**

Successful completion of Honors Program will lead to the awarding of an Honors Degree from Mercer University. Approval of the thesis by the thesis committee, maintenance of a 3.75 grade-point average, an Honors Thesis grade of satisfactory in each of the three semesters, and compliance with the above thesis-submission requirements constitute successful completion of the Honors Program.

## **CURRICULUM**

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

## General Education

(36 hours)

Mercer University is dedicated to the ideal of educating the whole person and providing a foundation that can be described by the Greek term “Paideia.” Paideia is consistent with the founding vision of Jesse Mercer as he sought to encourage learning and culture for both clergy and laity. Teaching, character development, service and leadership, classical education, and the nurturing of a prevailing culture are all instrumental. Mercer’s aim is to prepare all students to contribute to society through a sharing of their knowledge, skills, and character. Through the general education curriculum Mercer University graduates will be able to:

- A. Reason effectively
- B. Demonstrate broad and deep knowledge
- C. Demonstrate habits of free inquiry
- D. Demonstrate an understanding of themselves in light of the values and traditions upon which the University was founded.

From these four goals flow the intended educational outcomes for general education at Mercer University:

- A.
  1. Communicate clearly, responsibly, and with integrity in written and oral forms
  2. Master at least the basic principles of mathematical and scientific reasoning
  3. Identify, access, and evaluate information and materials as needed for personal, academic, and professional purposes
- B.
  4. Acquire foundational knowledge important to becoming an informed person and/or for major
  5. Relate theory, principles, and content from one discipline to another
  6. Demonstrate familiarity with cultures and traditions other than one’s own
- C.
  7. Work as part of a team/group, to learn and teach cooperatively, to develop an appreciation of individual differences, and to assess one’s own and other’s roles in a working group
  8. Consider viewpoints other than one’s own, including viewpoints associated with other cultures and traditions
  9. Commit to live as an engaged and informed citizen
- D.
  10. Reflect on one’s life and learning experience

11. Develop a respect for intellectual and religious freedom

Students seeking a Bachelor in Business Administration (BBA) degree within the Stetson School of Business and Economics must successfully complete the following general education program.

1. **English Composition I** (3 hours)  
ENGL 105. Composition I or  
LBST 175. Academic Writing I
2. **English Composition II** (3 hours)  
ENGL 106. Composition II or  
LBST 180. Academic Writing II
3. **Public Speaking or Writing** (3 hours)  
COMM 171. Introduction to Public Speaking  
Any other public speaking course, or any other writing course beyond  
ENGL 106 and/or LBST 180
4. **Literature** (3 hours)  
ENGL 207. Topics in World Literature  
ENGL 247. Topics in English Literature  
ENGL 277. Topics in U.S. Literature  
ENGL 334. Forms and Figures of Literature  
ENGL 356. Literature of the South  
Any other literature course
5. **History** (3 hours)  
HIST 101. Civilization of the Western World I  
HIST 102. Civilization of the Western World II  
HIST 200. World History  
HIST 201. The United States from Colonization to 1877  
HIST 202. The United States from 1877 to the Present  
Any other history course
6. **Religion** (3 hours)  
RELG 110. Introduction to Religion  
RELG 120. Introduction to the Old Testament  
RELG 130. Introduction to the New Testament  
RELG 220. Survey of World Religions  
Any other religion course
7. **Laboratory Science** (3 hours)  
BIOL 101. Introduction to Biology and Evolution  
BIOL 105. Life Forms and Functions  
BIOL 340. Forensic Criminology  
ENVS 210. Physical Aspects of the Environment  
ENVS 215. Environmental Impacts of Living Systems  
PHYS 106. Earth Systems Science  
PHYS 220. Astronomy and the Universe  
PHYS 225. Meteorology  
Any other laboratory science course (excluding SCIE 100 or equivalent)
8. **Social Science** (3 hours)  
PSYC 111. Introductory Psychology  
SOC1 111. Introduction to Sociology  
Any other social science course

9. **Fine Arts, Philosophy, or Language** (3 hours)

- ARTH 101. Art Appreciation
- ARTH 201. Survey of Western World Art I
- ARTH 202. Survey of Western World Art II
- COMM 104. Understanding Theater
- COMM 205. Understanding Cinema
- MUSC 150. Music Appreciation
- PHIL 101. Introduction to Philosophy
- PHIL 201. The Search for Meaning
- FREN 101. Elementary French I
- GERM 101. Elementary German I
- SPAN 101. Elementary Spanish I
- Any other fine arts, philosophy or foreign language course

10. Electives (9 hours)

- FREN 102. Elementary French II
- GERM 102. Elementary German II
- SPAN 102. Elementary Spanish II
- Any other foreign language course or

Choose any course from blocks 3 - 9 above.

**Commentary on blocks 9 and 10:**

Students may exempt up to two courses in foreign language by demonstrating competency equivalent to that gained in a two semester sequence of study. The language sequence 101-102 must be completed or exempted to get credit toward General Education. Exemption provides only area credit, which does not count toward graduation.

**Comment on Transfer Courses for General Education:**

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

**Mathematics, Communication, and Computer Science (15 hours)**

Students seeking the BBA degree must successfully complete the following mathematics courses, one communication course, and one computer science course. Normally these courses should be completed by the end of the sophomore year, as the background they provide is essential for successful performance in many upper division business courses. All are prerequisites for one or more courses in the School.

- MAT 130. Precalculus (or Competency Exam exemption)
- MAT 181. Calculus I (or an equivalent calculus course)
- MAT 226. Elementary Statistical Methods
- COMM 270. Communication for Business
- CSC 125. Introduction to Computing

**Business Core Curriculum (36 hours)**

The Business Core Curriculum has been designed to insure that all students receiving the BBA degree will share an important common body of knowl-

edge. This program of study provides the foundation of thinking tools needed throughout a wide range of positions of authority in business and not-for-profit organizations.

ACC 204, 205  
BUS 346  
BUS 349  
BUS 350 *or* MGT 382  
ECN 150, 151, and any one Economics course numbered above 300  
FIN 362  
MGT 363  
MKT 361  
MGT 498

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

### **Personal Portfolio of Study (18 hours)**

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

Students may create their own area of study by selecting six 300-400 level courses from one or more Business disciplines (ACC, BUS, CSC, ECN, FIN, MGT, or MKT). Some example areas of study are: Accounting, Business Administration, Computer Information Systems, Finance, Financial Resources Management, Management, Marketing, Information Technology Management, or other areas as designed by the student.

### **Free Electives (23 hours)**

### **Total Graduation Requirements (128 hours)**

### **For Students Not Pursuing the BBA Degree**

A minor for students not pursuing the BBA degree is offered in Business Administration. A 2.0 grade point average is required to earn a minor. The University requires that Upper Division work of a minor be done in residence.

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

# COURSES OF INSTRUCTION

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

## ACCOUNTING (ACC)

### **204. Introductory Financial Accounting (3 hours)**

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.

### **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.

### **368. Corporate Financial Reporting (3 hours)**

Prerequisite: ACC 204 or the equivalent.

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

### **371. Intermediate Financial Accounting I (3 hours)**

Prerequisites: ACC 204 and 205.

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

### **372. Intermediate Financial Accounting II (3 hours)**

Prerequisite: ACC 371.

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

### **373. Intermediate Financial Accounting III (3 hours)**

Prerequisite: ACC 372.

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

**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.

**377. Cost Accounting (3 hours)**

Prerequisites: ACC 204 and 205.

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

**411. Governmental and Not-For-Profit Accounting (3 hours)**

Prerequisites: ACC 204 and 205.

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

**431. Auditing (3 hours)**

Prerequisites: ACC 371; MAT 226; corequisite: ACC 372 or consent of the instructor.

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

**436. Advanced Accounting (3 hours)**

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

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

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

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

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

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

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

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

**494. Honors Thesis (1 hour)**

Prerequisite: Admission to the Honors Program.

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

## **BUSINESS (BUS)**

### **318. Internship in Business (1 hour per term)**

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

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

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

Prerequisites: ECN 150, 151, MAT 141 (or 181, or 191), 226, and junior status (or permission of instructor).

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

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

Prerequisite: Sophomore standing.

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

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

Prerequisite: BUS 346.

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

### **349. Management Information Systems (3 hours)**

Prerequisite: CSC 125 or INSY 115.

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.



**350. Business Quantitative Analysis (3 hours)**

Prerequisites: ECN 150; MAT 130 and 226.

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.

**413. Business Studies Abroad (Summer) (1 - 6 hours)**

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

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

**477. Special Topics in Business (Subtitle) (1 to 3 hours)**

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

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

**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.

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

Prerequisite: Permission of instructor. A study of selected topics in business and economics.

**494. Honors Thesis (1 hour)**

Prerequisite: Admission to the Honors Program.

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

## **COMMUNICATIONS (COMM)**

**270. Communication for Business (3 hours)**

Prerequisites: ENGL 105, 106; or equivalent English composition.

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 lec-

tures and projects that will ultimately take the form of a final report and presentation. (Students may not receive credit for both COMM 270 and BUS 281.)

## **COMPUTER INFORMATION SYSTEMS (CSC)**

### **125. Introduction to Computing (3 hours)**

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

### **331. Introduction to Computer Programming I (3 hours)**

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

### **332. Introduction to Computer Programming II (3 hours)**

Prerequisite: CSC 331.

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

### **333. Introduction to Computer Programming III (3 hours)**

Prerequisite: CSC 332.

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

### **354. Web Design (3 hours)**

Prerequisite: CSC 125.

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

### **355. Database Design (3 hours)**

Prerequisites: CSC 125.

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

### **393. Data Communications (3 hours)**

Prerequisites: CSC 125.

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

### **395. Technology and the Law (3 hours)**

Prerequisites: CSC 125; Recommended: BUS 346.

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

### **399. Special Topics**

**(1 - 3 hours)**

Prerequisites: CSC 125.

Available on occasion for approved studies.

## **ECONOMICS (ECN)**

### **150. Principles of Microeconomics**

**(3 hours)**

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

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

### **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.

### **301. Money, Credit, and Banking**

**(3 hours)**

*(Cross listed with FIN 301)*

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

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

### **302. Intermediate Microeconomic Theory**

**(3 hours)**

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

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

### **303. Intermediate Macroeconomic Theory**

**(3 hours)**

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

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

### **353. Introduction to Econometrics**

**(3 hours)**

Prerequisites: ECN 150, 151, MAT 141 (or 181, or 191), 226 and junior status (or permission of instructor).

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

**432. Urban and Regional Economics (3 hours)**

Prerequisites: ECN 150, 151, and one ECN course numbered 300 and higher (or permission of instructor).

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

**443. Labor Economics (3 hours)**

Prerequisites: ECN 150, 151, and one ECN course numbered 300 and higher (or permission of instructor).

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

**444. International Economics and Finance (3 hours)**

*(Cross listed with FIN 444)*

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

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

**452. Environmental Economics (3 hours)**

Prerequisites: ECN 150, 151, and one ECN course numbered 300 and higher (or permission of instructor).

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

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

Prerequisites: ECN 150, 151, and one ECN course numbered 300 and higher (or permission of instructor).

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

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

Prerequisites: ECN 150, 151, and one ECN course numbered 300 and higher (or permission of instructor).

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

**494. Honors Thesis (1 hour)**

Prerequisite: Admission to the Honors Program.

Individual research leading to the completion of an honors thesis. Students admitted into the Honors Program register for one credit hour in each of three

successive semesters (including summer). Only grades of satisfactory or unsatisfactory will be assigned.

## **FINANCE (FIN)**

### **301. Money, Credit, and Banking (3 hours)**

*(Cross listed with ECN 301)*

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

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

### **362. Principles of Finance (3 hours)**

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

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

### **404. Investments (3 hours)**

Prerequisite: FIN 362 and MAT 226.

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.

### **408. Financial Analysis (3 hours)**

Prerequisite: FIN 362 and MAT 226.

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

### **444. International Economics and Finance (3 hours)**

*(Cross listed with ECN 444)*

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

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

### **451. International Finance (3 hours)**

Prerequisites: ECN 150 and 151; FIN 362; MAT 226 (or 320).

This course will introduce students to the principles of international finance. Some of the fundamental concepts of corporate finance, as learned in the first finance course, will be applied to a global setting. Moreover, students will be exposed to the mechanics of the international monetary system and foreign exchange rates. Credit may not be earned in both FIN 451 and ECN/FIN 444. (Mac)

**461. Security Analysis (3 hours)**

Prerequisites: FIN 362; MAT 141 (or 181 or 191) and 226 (or 320).

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

**463. Intermediate Finance (3 hours)**

Prerequisites: FIN 362 and MAT 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.

**465. Financial Institutions (3 hours)**

Prerequisite: FIN 362.

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

**471. Mergers and Acquisitions (3 hours)**

Prerequisites: ECN 150; FIN 362; MAT 226; ECN 302 (recommended).

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

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

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

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

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

Prerequisites: Junior or senior standing and the consent of the instructor, MAT 226.

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

**494. Honors Thesis (1 hour)**

Prerequisite: Admission to the Honors Program.

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

## **MANAGEMENT (MGT)**

### **363. Principles of Management (3 hours)**

Prerequisite: Sophomore standing.

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

### **382. Production/Operations Management (3 hours)**

Prerequisites: MGT 363, MAT 130 or 133 and BUS 220 or MAT 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 decisions making.

### **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.

### **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.

### **427. Entrepreneurship (3 hours)**

Prerequisites: MGT 363; MKT 361.

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

### **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.

### **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.

**450. Total Quality Management (3 hours)**

Prerequisite: MGT 363.

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

**472. International Management and Marketing (3 hours)**

*(Cross listed with MKT 472)*

Prerequisites: MGT 363 and MKT 361.

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

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

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

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

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

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

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

**494. Honors Thesis (1 hour)**

Prerequisite: Admission to the Honors Program.

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

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

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

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



## **MARKETING (MKT)**

### **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.

### **415. Marketing Research (3 hours)**

Prerequisites: MKT 361; MAT 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.

### **417. Advertising (3 hours)**

Prerequisite: MKT 361 or permission of instructor.

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

### **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.

### **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.

### **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.

### **472. International Management and Marketing (3 hours)**

*(Cross listed with MGT 472)*

Prerequisites: MGT 363 and MKT 361.

Study of marketing and management issues facing business managers in an

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

#### **475. Marketing Management (3 hours)**

Prerequisite: MKT 361 and 415; MGT 363; MAT 141 (or 181, or 191) and 226; and Senior standing.

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

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

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

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

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

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

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

#### **494. Honors Thesis (1 hour)**

Prerequisite: Admission to the Honors Program.

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

## **MATHEMATICS (MAT)**

#### **130. Precalculus (3 hours)**

Prerequisite: Math competency or equivalent.

Topics include graphs, functions (linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric) and trigonometric identities.

#### **181. Calculus I (3 hours)**

Prerequisites: MAT 130 or its equivalent.

Topics include: A study of functions involving limits, continuity, derivatives, and antiderivates; the definite integral and Fundamental theorem of Calculus.

#### **226. Elementary Statistical Methods (3 hours)**

Prerequisites: Credit for a college mathematics course or consent of instructor.

An introduction to basic descriptive and inferential statistics. Includes measure of central tendency and variability; the binomial, normal, student's t, and chisquare distributions; correlation techniques involving Pearson's r. The emphasis is on/ MERC applications rather than on mathematical theory.

# The Georgia Baptist College of Nursing

Susan S. Gunby, R.N., Ph.D., *Dean/Professor*

JoEllen Dattilo, R.N., Ph.D., *Associate Dean for the Undergraduate Program/Professor*

Linda A. Streit, R.N., D.S.N., C.C.R.N., *Associate Dean for the Graduate Program/Professor*

M. Kathleen Brewer, Virginia Dare Domico, Helen F. Hodges and Freida Fuller-Jonap, *Professors*

Sandra K. Rayburn, Brenda Rowe, Rebecca Shabo and Patricia Troyan, *Associate Professors*

Susan E. Blakey, Lana Chase, Jean Fields, Elaine C. Grier, Kathleen F. Hancock, Catherine T. Horat, Ann C. Keeley, Grace G. Lewis, Sara H. Mitchell, Katheline R. Plitnick, Jill K. Ray, Sandra N. Shuler, John Summerville and Diane E. White, *Assistant Professors*

Fran E. Kamp, Curlissa P. Mapp, Ginger M. Mize, Kelli Shugart and Deonna Morris Storey, *Instructors*

## Mission Statement of the College

The mission of the College of Nursing is to provide excellent nursing education, founded upon Christian principles and the core values of the College, that enables the student to meet society's health care needs.

## Core Values of the College

The College of Nursing bases its educational program and position in the community upon certain core values and expects members of the College community to display those values. The core values of the College are: Christian Caring; Honor and Integrity; Excellence in Scholarship; Community Commitment; and "Can-Do" Attitude.

## Goals of the College

The College of Nursing will:

1. Recruit and retain qualified students who have evidenced high standards of scholarship, outstanding personal character, and serious educational aims.
2. Maintain a high quality and diverse student body by providing financial aid services and counseling to students.
3. Provide a milieu which promotes scholarship, critical reasoning, and responsiveness to community needs.
4. Foster an environment in which students of varying age and diverse culture may develop an academic and social network that supports their uniqueness and in which professionalism and personal growth can flourish.

5. Provide students with a wide variety of student life and student development programs that facilitate the total development of the individual.
6. Foster the integration of liberal arts, sciences, and professional nursing education so that graduates may make positive contributions to society.
7. Prepare graduates who are competent in the application of knowledge and skills and who possess values and attitudes consistent with the nursing profession.
8. Prepare graduates to contribute to the advancement of professional nursing and the improvement of the health care system.
9. Prepare graduates to pursue opportunities for lifelong personal and professional development.
10. Provide the foundation for continuing professional development through graduate study in nursing.
11. Recruit qualified nurse educators and professional staff who are committed to the mission and philosophy of the College (from a local, regional, and national pool).

## **College of Nursing Programs**

The College of Nursing offers an undergraduate and graduate program on the Cecil B. Day Campus. A Bachelor of Science in Nursing (B.S.N.) is offered for both prelicensure and registered nurse students. Registered nurses from associate degree and diploma school programs enter the R.N.-B.S.N. Advanced Track. The graduate program offering a Master of Science in Nursing (MSN) has two areas of concentration, Acute Care/Critical Care of the Adult and Nursing Education.

## **Degree Programs**

Bachelor of Science in Nursing  
Master of Science in Nursing

## **Undergraduate Admission Policies and Procedures**

In addition to the University's policies and procedures, the following admission policies and procedures apply to students seeking admission to the College of Nursing. The policies and procedures as set forth are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

### **I. Freshmen Admission Policy**

- a. Applicants who complete a recommended college preparatory curriculum in high school will be considered for admission.
- b. A grade point average will be compiled using only college preparatory courses.

- c. Satisfactory SAT scores or ACT scores are required in the evaluation process.\*
- d. If the student is enrolled in college courses, those courses will be considered in the admissions process.

\*GBCN of Mercer University is currently determining the use of the New SAT. Information on how GBCN of Mercer will interpret and use scores in the admission of students will be available from our Office of Admissions in January 2005.

## **II. Transfer Admission Policy**

This category includes those applicants who have received credit for college-level work at another accredited institution.

- a. Applicants must be in good academic standing (not on probation, suspension, or exclusion)
- b. Admission will be based on overall academic performance, successful completion of general education courses required for the degree, and science grades. Prerequisites are subject to change, and other general education courses not listed below may also transfer. Current prerequisites for transfer students include:

- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- English Composition I
- English Composition II
- Mathematical Modeling
- Introduction to Psychology
- Human Growth and Development
- Introduction to American Government
- Introduction to Sociology

- c. SAT/ACT scores and high school grades are considered in the evaluation process for all students who have earned fewer than 20 semester hours of academic college credit that includes math, sciences, and English.

## **III. International Student Admission Policy**

In addition to the University's requirements, applicants whose prior education is from a country other than the United States and/or whose native language is not English must meet the following requirements in addition to general admission requirements.

- a. Submit official transcripts of all academic documents both original, and English translated copies, directly from the institution to the Admissions Office.
- b. Provide an official international evaluation of international transcripts completed by an approved international evaluation service.
- c. Submit official scores from the Test of English as a Foreign Language

[minimum score of 550 (paper) or 213 (computer)] and from the Test of Spoken English (minimum score of 50).

- d. Provide a recommendation from either a teacher, employer, or professional acquaintance addressing the applicant's ability to converse, write, and understand the English language.
- e. Interview with a nursing faculty member who is a member of the Admission, Progression, and Reentry Committee.
- f. For students entering the U.S. under a student Visa (non-immigrant), the following additional items are required:
  1. Proof of immigration status prior to enrollment.
  2. Proof of financial ability which includes:
    - a. Prepayment of two semesters' tuition, activity fee, and liability insurance, and room rent and related residence hall expenses, if residence hall space is required.
    - b. Completion of a financial statement by a bank official certifying sources of financial support. The financial statement must guarantee the ability of the student (or sponsor) to finance one year of enrollment.
- g. Provide a Visa clearance form from the last college attended (for college transfer students) verifying that the student has pursued a full course of study.

#### **IV. GED Admission Policy**

Recipients of GED certificates will be considered for admission to the College of Nursing as qualified transfer students with a minimum 30 semester or 45 quarter hours of academic credit from an accredited college or university. Transfer course work must include all first year required courses at the College of Nursing with a grade point average competitive with other applicants.

#### **V. Early Admission/Joint Enrollment Admission Policy**

- a. Under exceptional circumstances an applicant may be admitted to the College of Nursing at the end of the junior year in high school to take college-level courses prior to graduating from high school. Any high school junior interested in this program should contact the Admissions Office for the College of Nursing early in the junior year of high school.
- b. The student must exhibit an outstanding record in college preparatory subjects and emotional maturity. The following items must be submitted to the Office of Admissions:
  1. A completed undergraduate application form
  2. An official high school transcript
  3. Official SAT or ACT scores

4. A recommendation from the high school principal or guidance counselor which indicates the specific courses to be taken.

## **VI. Home Schooled Student Admission Policy**

- a. Scores from the Scholastic Aptitude Test (SAT) or American College Test (ACT).
- b. Submit a portfolio containing writing samples, high school course content, textbook titles, assignments, and extracurricular activities. Show evidence of completion of a college preparatory curriculum, listing credentials or supplemental teachers, if applicable.
- c. Submit a transcript of course work and grades received at the high school level.
- d. Interview with a member from the Admissions Office for the College of Nursing.

## **VII. Special Student (non-degree) Status Admission Policy**

Candidates who have not met all entrance requirements may, under certain conditions, enroll in College of Nursing courses. These students are not considered to be candidates for degrees and generally fall into one of three categories.

### **a. Transient Students:**

Candidates currently enrolled and in good standing at another college or university may be admitted as a transient student. The normal application procedure should be followed. A letter from the Dean of the College or Academic Advisor where the student is enrolled must be sent to the Admissions Office for the College of Nursing. The letter must give specific approval for the student to attend the College of Nursing and specify the courses that may be taken.

### **b. Non-Degree Students:**

Students who have successfully completed a National League for Nursing accredited program and who are currently licensed to practice will be allowed to enroll in non-clinical courses. These courses may be used toward degree credit if the student is later admitted as a degree-seeking student. If the student chooses to pursue a degree, he/she must go through the official admission process.

### **c. Auditors:**

Candidates may apply for auditor status and enroll in a non-clinical course(s) as an auditor. Permission from the instructor is required. A student who wishes to audit a nursing course must submit an Audit Request Form, approved by the Course Coordinator, to the Registrar at least three weeks prior to the beginning of the semester during which the student plans to audit a course. Students pay one half tuition for clinical nursing courses and full tuition for non-clinical nursing courses. Students are not allowed to audit the clinical portion of a nursing course. Audited courses do not count as part of a normal course load, and no credit will be awarded. A student may not transfer credit to audit, or vice versa,

after registering for a course. Auditing a course does not prevent a student from taking the course for credit at a later time.

## **Mercer University General Education**

The undergraduate schools and colleges of Mercer University are clearly distinct. The autonomy and traditions of each is respected. Although each school is unique, all have identified goals, objectives, and outcomes that they share and that are reflective of a Mercer education. The objectives and specific outcomes, related to each major goal, do not constitute an exhaustive list but rather a summary of the central, intersecting objectives and outcomes.

Mercer University is dedicated to the ideal of educating the whole person and providing a foundation that can be described by the Greek term “Paideia.” Paideia is consistent with the founding vision of Jesse Mercer as he sought to encourage learning and culture for both clergy and laity. Teaching, character development, service and leadership, classical education, and the nurturing of a prevailing culture are all instrumental. Mercer’s aim is to prepare all students to contribute to society through a sharing of their knowledge, skills, and character.

Through the general education curriculum Mercer University graduates will be able to:

- A. Reason effectively
- B. Demonstrate broad and deep knowledge
- C. Demonstrate habits of free inquiry
- D. Demonstrate an understanding of themselves in light of the values and traditions upon which the University was founded.

From these four goals flow the intended educational outcomes for general education at Mercer University:

- A.
  - 1. Communicate clearly, responsibly, and with integrity in written and oral forms
  - 2. Master at least the basic principles of mathematical and scientific reasoning
  - 3. Identify, access, and evaluate information and materials as needed for personal, academic, and professional purposes
- B.
  - 4. Acquire foundational knowledge important to becoming an informed person and/or for major
  - 5. Relate theory, principles, and content from one discipline to another
  - 6. Demonstrate familiarity with cultures and traditions other than one’s own
- C.
  - 7. Work as part of a team/group, to learn and teach cooperatively, to develop an appreciation of individual differences, and to assess one’s own and other’s roles in a working group



8. Consider viewpoints other than one's own, including viewpoints associated with other cultures and traditions
9. Commit to live as an engaged and informed citizen

D.

10. Reflect on one's life and learning experience
11. Develop a respect for intellectual and religious freedom

## General Education Requirements

In keeping with its mission, the College of Nursing requires a set of general education courses (general studies) for the undergraduate degree that promote the students' understanding and an appreciation of their place in the human and natural world. This learning also provides the foundation upon which the professional practice of nursing is built.

Sixty-one general education semester hours are required for the nursing major.

		<b>Semester Hours</b>
BIOL 111.	Human Anatomy and Physiology I	4
BIOL 112.	Human Anatomy and Physiology II	4
BIOL 255.	Microbiology	4
BION 215.	Human Pathophysiology	4
ENGL105.	English Composition I	3
ENGL106.	English Composition II	3
MATH 129.	Math Modeling	3
MATH 226.	Introduction to Statistics	3
MGT 363.	Principles of Management	3
NTR 220.	Principles of Nutrition	3
POLS 100.	Introduction to American Government	3
PSYC 111.	Introduction to Psychology	3
PSYC 227.	Human Growth and Development	3
PSYC 360.	Pathopsychology	3
SOCI 111.	Introduction to Sociology	3
ELECT	General Education Elective (must include at least one religion course)	12

**Total Hours:**

**Minimum of 61**

## Grading and Grade Point Average (GPA)

### GPA Calculation:

A student's GPA is determined by dividing the number of grade points earned by the number of hours attempted, including any attempted hours in which the student earned a grade of "F"

Grading Scale:	Nursing Courses	Quality Points Per Credit Hour
A	90 - 100	4.0
B	80 - 89	3.0
C	75 - 79	2.0
D	70 - 74	1.0
F	below 70	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX	Absent from final examination (excused)	*
IC	Incomplete in 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.**

**Minimum Passing Grade:** Only grades of “C” and above are considered passing. Any grade less than a “C” is not considered passing and may therefore effect a student’s progression in the program.

**Satisfactory/Unsatisfactory (S/U) Grading Option:** Some courses are offered only on the basis of S/U grading while other courses may offer the student a choice. The course syllabi will state the grading scale for each course.

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

The satisfactory grade requires a standard of achievement equivalent to that usually awarded the grade of “C” or better. The purposes 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 the risk of 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 it during the term. Courses originally taken on a letter grade basis may not be repeated on an **S/U** basis.

**Repeat Policy:** Only courses in which a student has received a grade **D, F,** or **W** may be repeated. All course grades will remain on the transcript and count toward the cumulative GPA. A given course can only be counted for credit toward graduation one time, except where stated in the course description.

**Satisfactory Clinical or Laboratory Performance:** Satisfactory clinical or laboratory performance, when applicable, is required for successful course completion. If the clinical or laboratory component is unsatisfactory, a failing grade will be given in the course regardless of the theory average. **A student cannot withdraw from a course once a clinical failure has been issued, even if this notification occurs prior to the last day for course withdrawal listed in the College Calendar.**

**Clinical Termination Policy:** A student may be terminated from a clinical nursing course at any time during the semester, if, in the judgment of the student's clinical faculty, the student's clinical practice jeopardizes either the physical or emotional safety of a client. A grade of "F" will be assigned regardless of the time during the term in which the termination occurred. **A student may not withdraw from a course when a clinical termination has been issued.**

## Organizational Framework

The organizational framework upon which the curriculum is developed integrates theories and research from nursing and other disciplines to create a basis for professional nursing practice. Selected concepts, processes, and skills, as reflected in the philosophy and introduced in second level nursing courses, provide the focus for the general studies courses as well as the nursing program objectives, course syllabi, and classroom and clinical evaluation tools.

The curriculum approach has been organized from the following eleven concepts, processes, and skills. Viewed as essential to the practice of professional nursing, each of these components is integrated throughout the curriculum.

The eleven concepts, process and skills are Holistic, Christian Focus on Caring, Health, Professionalism, Nursing Roles, Nursing Process, Communication Process, Research Process, Teaching-Learning Process, Care-Giving Skills, Human Behavior and Psychological Processes, and Critical Thinking.

## Nursing Course Requirements

Nursing courses begin during Level 2, first semester of the sophomore year, and continue through the last semester of Level 4 of the senior year. A total of 67 semester hours of nursing is required.

		<b>Semester Hours</b>
NUR 209.	Nursing Skills and Interventions	1
NUR 210.	Nursing Concepts, Processes, and Skills	7
NUR 211.	Health Assessment	2
NUR 212.	Pharmacology in Nursing I	1
NUR 220.	Nursing Care of the Adult Client I	7
NUR 310.	Nursing Care of the Adult Client II	8
NUR 312.	Pharmacology in Nursing II	2
NUR 321.	Nursing Research	3
NUR 330.	Nursing Care of the Childbearing Family	6
NUR 331.	Nursing Care of Infants and Children	6
NUR 410.	Community Focused Nursing	6
NUR 411.	Mental Health Nursing	6
NUR 420.	Leadership Practicum and Role Transition	8
NELECT	Nursing Elective	4
<b>Total Hours:</b>		<b>Minimum of 67</b>

# Courses of Instruction

## Required Undergraduate Courses

The three-digit code indicates the weekly class hours, the weekly clinical or lab hours, and the course semester hours.

## General Education Courses

### **BIOL 111. Human Anatomy and Physiology I (3-3-4)**

This course presents an introduction to the structure and function of the human body, including basic anatomy and physiology terms, cellular structure, chemistry, and metabolism. Focus is on the tissues, the integumentary, skeletal, muscular and nervous systems, and the special senses.

### **BIOL 112. Human Anatomy and Physiology II (3-3-4)**

Prerequisite: BIOL 111.

This course continues the introduction to the structure and function of the human body. Focus is on the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems.

### **BIOL 255. Microbiology (3-3-4)**

Prerequisites: BIOL 111 and BIOL 112.

This course presents basic microbiology principles of growth, metabolism, reproduction, and control of bacteria, viruses, protozoa, and helminths. Emphasis is on the study of pathogenic microorganisms, the human diseases they cause, and the immune response.

### **BION 215. Human Pathophysiology (4-0-4)**

Prerequisites: BIOL 111 and BIOL 112.

The concepts of pathophysiology are based on previously presented principles from anatomy and physiology. This course focuses on the biologic basis for disease, including manifestations of disease, signs, symptoms, and laboratory findings. A variety of factors (e.g., stress, age, heredity) are discussed in relation to the pathogenesis of the disease process.

### **ENGL 105. English Composition I (3-0-3)**

English Composition I teaches students to develop ideas and to express those ideas in writing. Using reaction to reading, critical thinking, and collaboration with Introduction to Psychology as starting points, ENGL 105 focuses on three basic areas of composition: grammar, mechanics, and process. Central to ENGL 105 are formal writing principles using Standard Written English and informal writing and exercises.

### **ENGL 106. English Composition II (3-0-3)**

English Composition II is an extension of ENGL 105, continuing the trends of developing and expressing ideas. Reaction to reading and ideas, critical thinking, and developing the depth of ideas within Standard Written English are emphasized.

### **MATH 129. Introduction to Mathematical Modeling (3-0-3)**

Functions introduced through applications are the main focus of the course. Types of functions studied include linear, quadratic, exponential, and logarithmic.

mic. This course is intended for non-science majors.

**MATH 226. Introduction to Statistics (3-0-3)**

Prerequisite: MAT 110.

This course presents an introduction to basic statistical principles and operations with an emphasis on correct statistical analyses, an understanding of statistical procedures, and sound interpretations of statistical results.

**MGT 363. Principles of Management (3-0-3)**

This course is designed to introduce basic principles and concepts of management that are applicable to a variety of organizations. Topics include a history of the study of management, underlying ideas of “schools of management thought,” and functional and behavioral aspects of management and organization theory.

**NTR 220. Principles of Nutrition (3-0-3)**

Prerequisites: Level 1 courses, NUR 210, NUR 211 and NUR 212.

Pre- or corequisite: BION 215.

The focus of this course is on the vital role of nutrition in the care of individuals, families, and groups. This course relies on principles from the basic sciences, pathophysiology, learning theory, and psychology relating to behavior change in individuals.

**POLS 100. Introduction to American Government (3-0-3)**

This course provides students with a forum for discussion and insight into the operations of the political system of the United States. Attention is given to the political process at local, state, and national levels. The role of special interest groups and the media in modern American politics is also analyzed.

**PSYC 111. Introduction to Psychology (3-0-3)**

This course presents a general foundation in psychological methods and research with an emphasis on the biological bases of behavior, sensation and perception; cognitive psychology; personality theory; social psychology; and abnormal and clinical psychology.

**PSYC 227. Human Growth and Development (3-0-3)**

This course presents concepts and processes of growth and development from conception through adulthood with an emphasis on the various phases of development.

**PSYC 360. Pathopsychology (3-0-3)**

This course provides the student with an understanding of patterns of abnormal behavior; the biological, psychosocial, and sociocultural perspectives on abnormal behavior; and assessment, treatment, and prevention issues.

**SOCI 111. Introduction to Sociology (3-0-3)**

This is an introduction to the methodology and basic concepts of sociology with emphasis on those relative to social organization, social institutions, and social change.

## **NURSING (NUR)**

### **NUR 209. Nursing Skills and Interventions (0-3-1)**

Prerequisites: All Level 1 courses

This course focuses on basic bedside skills which provide a foundation for professional nursing practice. Theoretical content and laboratory practice allow the student the opportunity to gain knowledge of nursing areas such as providing a safe environment, assisting with personal hygiene, promotion of oxygenation, assisting with ambulation, assisting with elimination, documentation, therapeutic use of heat and cold, administration of medications, and care of the client with a wound.

### **NUR 210. Nursing Concepts, Process, and Skills (5-6-7)**

Prerequisites: All Level 1 courses.

Corequisites: NURS 209, NUR 211 and NUR 212.

Pre- or Corequisite: BIOL 255.

This course focuses on introducing and developing concepts, processes, and skills that provide the basis for professional nursing. This course builds on knowledge from natural and behavioral sciences and is related to and interdependent with NUR 211 and NUR 212. Together these courses provide the foundation for all subsequent nursing courses. Emphasis is placed on professionalism, nursing roles, holistic Christian caring, communication, nursing process, theory-based practice, and historical development of nursing. The student is introduced to nursing theories, teaching and learning process, leadership and management process, change theory, and nursing research. Through selected classroom laboratory, and clinical experiences, opportunities are provided for the student to develop professionally and personally.

### **NUR 211. Health Assessment (1.5-1.5-2)**

Prerequisites: All Level 1 courses.

Health Assessment is a vital part of data gathering in the nursing process and thus is a foundation for the clinical practice of nursing. Health Assessment offers the student theoretical content and laboratory practice for the learning and development of assessment skills used by nurses in a variety of settings. Utilizing a holistic approach, the student learns to assess the health status of clients from diverse cultures and to relate the significance of this assessment data to health needs.

### **NURN 211. Health Assessment for RN's (1.5-1.5-2)**

Prerequisite: Graduate of NLNAC accredited prelicensure program or by permission.

This course is designed to complement the assessment skills of the registered nurse. The course is based on theoretical content, laboratory practice, and case study discussion. Students assess the total health status of clients by interview and physical exam. Critical analysis of health data is fostered with respect to race, culture, and gender differences, risk factors, and individual variations from normal in adult and aging populations. Students participate as examiners and examinees for practice, and obtain clients independently for final course evaluations.

### **NUR 212. Pharmacology in Nursing I (1-0-1)**

Prerequisites: All Level 1 courses.

This course focuses on basic pharmacological concepts that are applicable to nursing. This foundation course includes the concepts of pharmacokinetics, pharmacodynamics, and teaching-learning. Emphasis is placed on providing an overview of the basic drug classification system, applying the nursing process to drug therapy, and utilizing a holistic approach to the study of pharmacology.

**NUR 220. Nursing Care of the Adult Client I (3-12-7)**

Prerequisites: All Level 1 courses and first semester Level 2 courses.

Corequisites: BION 215, NTR 220.

This course presents the foundations of nursing care for the adult client experiencing alterations in physical and mental health. The foundation assists the student in utilizing the nursing process as a framework to provide care to individuals and families in selected settings. The student is introduced to the responsibilities inherent in fulfilling the professional role in adult and mental health nursing. Self awareness, self care, empathic care of others, personal growth, and professional development are considered vital components of the student experience in this course. Utilizing the holistic view, the student is taught an approach to nursing care which takes into consideration cultural diversity, adult developmental stages, and the influence of family, friends, and environment.

**NURN 307. Historical and Political Perspectives in Nursing (2-0-2)**

Prerequisites: Registered Nurses only or by permission.

The emphasis of this course is on the philosophy and politics of care. Students explore perspectives of historians and political commentators to critically analyze the position of contemporary nursing.

**NURN 308. Professional Seminar for RN's (5-0-5)**

Prerequisites: Registered Nurses only, NURN 307.

Pre- or Corequisites: NURN 211, NUR 321.

This clinical bridge course for RN's focuses on selected concepts and theories applicable to high risk patients and families experiencing acute or chronic illness. Journal writing is integral to expected critical analysis, as well as collegial discussion, debate, shared leadership, and formal presentation. Clinical practicums are preceptored and individually tailored.

**NUR 310. Nursing Care of the Adult Client II (4-12-8)**

Prerequisites: All Level 1 and Level 2 courses.

Corequisite: NUR 312.

Nursing Care of the Adult Client II presents advanced concepts in the care of adult clients who are experiencing complicated alterations in health status. This course builds upon the foundation of content taught in Nursing Care of the Adult Client I and all previous nursing courses. The student's knowledge of the professional role in adult health nursing is expanded through integration of concepts related to complex health alterations, technology, crisis, death and dying, family dynamics. The student is expected to utilize the nursing process and function as a provider and coordinator of nursing care for selected individuals, families, and groups. Emphasis is placed on developing and evaluating the effectiveness of a teaching-learning plan, analyzing the value of research findings, and decision-making in the clinical setting.

### **NUR 312. Pharmacology in Nursing II (2-0-2)**

Prerequisites: All Level 1 and Level 2 courses or Credentialed/Licensed individual.

This course focuses on concepts related to the origin, nature, chemistry, effects, and use of drug therapy. Emphasis is placed on learning specific drugs/pharmacologic agents using knowledge from nursing, natural, and behavioral sciences to understand the human response to drug therapy. Safe and effective nursing administration of drugs is stressed throughout this course.

### **NUR 321. Nursing Research (3-0-3)**

Prerequisites: All Level 1 and Level 2 courses, MATH 226.

Nursing Research is designed to provide the baccalaureate nursing student with an understanding of the research process and its contribution to nursing practice. The course builds on concepts learned in statistics and in previous nursing courses which will enable students to be intelligent consumers of research findings and to evaluate these findings for their applicability to nursing practice. Further, NUR 321 will help students develop an attitude of inquiry and encourage them to read research studies and utilize relevant findings.

### **NUR 330. Nursing Care of the Childbearing Family (4-6-6)**

Prerequisites: All Level 1 and Level 2 courses, NUR 310, NUR 312.

This course focuses on application of the nursing process with diverse childbearing women and their families, and builds on prior nursing knowledge and experience as a provider and coordinator of nursing care. Theories for understanding how the childbearing experience affects and is affected by family dynamics are analyzed. Teaching and learning considerations for childbearing families are explored. Emphasis is placed on integration and application of selected concepts, processes, and skills during clinical learning experiences with low and high-risk antepartum, intrapartum, postpartum, and neonatal populations in a variety of perinatal clinical settings.

### **NUR 331. Nursing Care of Infants and Children (4-6-6)**

Prerequisites: All Level 1 and Level 2 courses, NUR 310, NUR 312.

This course focuses on the nursing care of infants and children through adolescence. Theory content is taught from a framework of application of general concepts, processes, and skills to nursing care of families with children. Emphasis is placed on application of developmental theory when providing nursing care for well and ill infants and children during clinical experiences in variety of pediatric settings.

### **NUR 410. Community Focused Nursing (4-6-6)**

Prerequisites: All Level 1, 2, and 3 courses.

This course introduces the body of knowledge from the public health sciences and incorporates that knowledge with nursing theory for the purpose of improving the physical and mental health of the community. The focus of the course is on the application of the nursing process with individuals, families, groups, and communities, emphasizing health promotion and disease prevention. There will be continued opportunity for the student to utilize principles of research, integrate knowledge from the liberal arts and sciences, and integrate a professional code of behavior into a personal practice of nursing.



**NUR 411. Mental Health Nursing (4-6-6)**

Prerequisites: All Level 1, 2, and 3 courses. PSYC 360.

This course focuses on providing the student with a theoretical foundation for the contemporary practice of mental health nursing. Theoretical content is taught from a framework of application of concepts taught in nursing and liberal arts courses. Utilizing a holistic view, the course teaches the student caregiving skills using the perspectives of physical, spiritual, social, intellectual and emotional needs in the promotion of health maintenance and the nursing management of life disruptions. Self-awareness, self-care, empathic care of others, personal growth and professional development are vital components of the student experience in mental health nursing.

**NUR 420. Leadership Practicum and Role Transition (4-12-8)**

Prerequisites: All Level 1, 2, and 3 courses, MGT 363, NUR 410, NUR 411.

The focus of this course is on the leadership/management responsibilities inherent in the roles of the nurse as a provider of care, a coordinator of care, and an active participant in the nursing profession. Leadership Practicum and Role Transition builds on all prior courses in the College curriculum. Emphasis is placed on critical thinking, personal and professional growth, professional role transition, utilization of research, and the incorporation of selected theories into nursing practice. To facilitate the transition from education to practice, students are provided with opportunities to plan and implement nursing care for groups of clients while managing nursing personnel and resources.

**Undergraduate Elective Nursing Courses**

In order to meet graduation requirements, a minimum of 4 semester hours in nursing electives must be taken. Nursing electives may be taken any time in the curriculum if the prerequisites have been met by the student.

**NUR 150/NUR 151. Stress Management for Nurses (2-0-2/4-0-4)**

Prerequisites: BIOL 111, BIOL 112.

This course is about stress, its effects on the human being, and methods for coping successfully with pressures of stress. Emphasis will be placed upon specific stressors likely to be present in the lives of professional nurses. Additionally, the courses will help the student learn ways in which they can, as health professionals, assist others with the management of stress.

**NUR 152/NUR 153. Successful Aging (2-0-2/4-0-4)**

Prerequisites: BIOL 111, BIOL 112, PSYC 111.

This course is designed to increase understanding and appreciation of normal aging processes and age-related physiological changes. Emphasis is placed on positive developmental attributes and creative approaches that enrich life processes and encourage independence and function.

**NUR 154. Spirituality in Nursing (2-0-2)**

Prerequisites: All Level 1 courses.

This nursing elective will promote a deeper understanding of the influence that spirituality, beliefs, and values have on human health and happiness. Utilizing theories from nursing, theology, pastoral care, and the physical and social sciences, the student will be guided to explore the dynamic interaction between professional nursing skills and spiritual gifts. A specific focus will be on the spir-

itual dimensions of human development and methods whereby the nurse can use his/her gifts of ministry to facilitate the holistic health of self, individuals, families, and communities.

**NUR 250/NUR 251. Caring in Times of Death, Dying, and Bereavement (2-0-2/4-0-4)**

Prerequisites: All Level 1 and 2 courses.

This experiential course is designed to facilitate personal growth and self-awareness as the lived experience of death, dying, and bereavement is explored. Content and activities in this seminar will facilitate each student's identification of his/her own set of values and beliefs related to death so that the student can then examine how these factors influence his/her use of the nursing process. The process of death and dying, including social roles of the dying person, the family, and health care professionals, will be analyzed. Cultural differences in the experience of dying and bereavement will be examined.

**NUR 254. Perioperative Nursing (1-3-2)**

Prerequisites: All Level 1 and 2 courses.

This course provides students with an opportunity to gain experience in perioperative nursing. Emphasis is placed on the nurse's role during the intraoperative phase of the client's perioperative experience.

**NUR 255. Nursing in the Camp Setting (1-3-2)**

Prerequisites: All Level 1 and 2 courses.

Nursing in the Camp Setting is a course designed to increase the student's understanding and appreciation of camp nursing and the camp experience for children with a chronic disease. Emphasis will be placed on growth and development and on psychosocial adaptation of the school age child and adolescent with chronic disease.

**NUR 350/354. Emergency Nursing (2-0-2/4-0-4)**

Prerequisite: NUR 310.

Pre- or Corequisites: NUR 330, NUR 331.

Emergency Nursing is distinctive because of the broad body of knowledge required in order to assess, plan, intervene, and evaluate patients who present with emergency situations. Caring for people in crisis who are of varied ages and who have varying degrees of health alterations presents a great challenge to the nurse. Course content relates to nursing responsibilities when responding to an emergency and will include an in-depth analysis of dysrhythmia recognition and management.

**NUR 499. Independent Study (2-0-2/4-0-4)**

Prerequisites: Level 1 and 2 courses.

Course objectives and content are developed by the student in collaboration with a nursing faculty member having expertise and interest in the student's desire area of study.

# The Georgia Baptist College of Nursing Academic Calendar

## **Fall Semester 2004**

Tuition and Fees Due for Fall 2004	August 23
Classes Begin	August 23
Late Registration and Drop/Add Period	August 23-30
Labor Day Holiday	September 6
Midterm, Last Day to Withdraw and Receive "W"	October 22
Fall Break	October 25-26
Spring 2005 Advisement and Registration	November 1-19
Thanksgiving Holiday	November 25-26
Last Day of Classes	December 10
Final Examinations	December 13-17
Last Day of Semester	December 17
Holiday Break	December 18-19

## **Spring Semester 2004**

Tuition and Fees Due for Spring 2005	January 10
Classes Begin	January 10
Late Registration and Drop/Add Period	January 10-17
Martin Luther King, Jr. Holiday	January 17
Summer 2005/Fall 2005 Advisement and Registration	February 28 - March 25
Midterm, Last Day to Withdraw and Receive "W"	March 4
Spring Break	March 7-11
Good Friday Holiday	March 25
Last Day of Classes	April 29
Final Examinations	May 2-6
Last Day of Semester	May 7
Commencement	May 7

## **Summer Semester 2005 (Tentative)**

### **Session I**

Tuition and Fees Due for Summer 2005	May 9
Classes Begin	May 9
Late Registration and Drop/Add	May 9-11
Midterm, Last Day to Withdraw and Receive "W"	May 20
Memorial Day	May 30
Last Day of Session I	June 3

### **Session II**

Classes Begin	June 6
Independence Day Holiday	July 4
Midterm, Last Day to Withdraw and Receive "W"	July 8
Last Day of Session II	August 12



# Graduate Studies

Mercer University is committed to providing graduate degree programs as well as undergraduate and professional education. Graduate work is offered leading to the following degrees:

## **Stetson School of Business and Economics**

Master of Business Administration  
Master of Science in Health Care Management (in Atlanta only)  
Executive Master of Business Administration (in Atlanta only)

## **School of Engineering**

Master of Science  
Master of Science in Engineering

## **Tift College of Education**

Master of Education  
Specialist in Education

## **College of Continuing and Professional Studies**

Master of Science in Community Counseling

## **Georgia Baptist College of Nursing**

Master of Science in Nursing

## **School of Medicine (in Macon only)**

Master in Family Services  
Master in Family Therapy  
Master of Public Health

## 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 the 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 secondary schooling showing the dates attended, grades achieved or examinations passed, and 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 will be admitted to the University. For students who desire additional language study after being admitted to the University, English Language Institute (ELI) short courses are available in specific skill areas.

2. Qualified students who present a TOEFL score below 550 or have no TOEFL score may be admitted conditionally contingent upon their successful completion of Mercer University English Language Institute (MUELI). With the permission of the academic advisor, ELI students 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 in residence at Mercer a minimum of 75 percent of the credit hours required for conferral of the degree.

## **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 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; (6) the courses have not been applied for credit to a degree previously earned.

## **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, and the College of Continuing and Professional Studies will be considered "full-time" for purposes of eligibility for financial aid, veterans' benefits, etc., if they are enrolled for 9 credit hours in the semester.

In the School of Medicine, students in the Master in Family Therapy and Master in Family Services programs are considered full-time if they are enrolled for 6 credit hours per semester in Year 1 of the program.

## **Graduate Level Courses**

### **College of Liberal Arts**

- 600-699: Graduate level offerings of courses numbered 300-399.
- 700-799: Graduate level offerings of courses numbered 400-499.  
Courses are generally 3 credit hours each.

### **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.

Courses are generally 3 credit hours each.

### **College of Continuing and Professional Studies**

600-699: Master of Community Counseling level classes

### **Georgia Baptist College of Nursing**

600-699: Master of Science level classes.

### **School of Medicine**

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

Courses are generally 3 semester credit hours each.

## **Academic Standards**

To maintain good standing in progress toward the 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" and "C+" in any combination may be applied toward a graduate degree.

## **Application for Degree**

Students who expect to qualify for degrees must make application in the Office of Enrollment Services by the dates specified in the University Calendar.

## **Thesis and Dissertation Requirements**

Some master's degree programs require or provide an option that degree candidates 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 director 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, it is to be submitted to the Director of Graduate Programs in the Office of the Provost, accompanied by a receipt indicating payment of all applicable graduation and thesis/dissertation fees.

## **Behavioral Integrity**

The University is a community of scholars in which the ideals of freedom of

inquiry, freedom of thought, freedom of expression and freedom of the individual are sustained. However, the exercise and preservation of these freedoms require a respect for the rights of all in the community. Disruption of the educational process, academic dishonesty, destruction of property, and interference with the orderly process of the university or with the right 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 the honor system. The Graduate Honor System was established by the University Graduate Council. It draws upon the traditions of integrity and academic freedom - a freedom within the academic community which is based on a trust between students and faculty. The Honor System imposes upon each student the responsibility for his or her own honest behavior and assumes that each student will report any violations of the Honor Code.

The Graduate Honor System is governed by policies established by the University Graduate Council. An Honor committee composed of five members of the Graduate Faculty is responsible for decisions of alleged violations. The committee's decisions are binding on the student involved but may be appealed to the Provost.



# The Eugene W. Stetson School of Business and Economics

## Graduate Faculty

To be named, *Dean*

Farhad Frank Ghannadian, Ph.D., *Associate Dean/Professor*

William S. Mounts, Ph.D., *Associate Dean/Professor*

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

Charles H. Andrews, Walter W. Austin, Jordan M. Blanke, Victoria E. Johnson, William Carl Joiner, Kenneth R. Lord, James R. Marchand, William R. McNay, Spero C. Peppas, Lloyd J.F. Southern, James A. Weisel, Tie Liu Yu, G. Russell Barber (Emeritus), M. B. Neace (Emeritus), and Austin C. Schlenker (Emeritus), *Professors*

Linda L. Brennan, Alice F. Collins, Tammy N. Crutchfield, Andrew J. Deile, Vicki B. Eveland, James L. Hunt, Ali R. Jalili, Nancy R. Jay, Allen K. Lynch, C. Gerry Mills, Robert W. Rowden, Arthur L. Rutledge, Atul K. Saxena, Steven J. Simon, Vijaya Subrahmanyam, Mary Jo Vaughan, and Mei Miranda Zhang, *Associate Professors*

Scott Alex Beaulier, Cassie F. Bradley, James E. Coleman, Kathryn K. Epps, Harold B. Jones, D. David McIntyre, John R. Miller, Faye A. Sisk and William V. Luckie (Emeritus), *Assistant Professors*

M. Catherine Cleaveland, *Visiting Assistant Professor*

## Graduate Programs

The Eugene W. Stetson School of Business and Economics (SSBE) offers the Master of Business Administration through two programs: Master of Business Administration (MBA) and Executive MBA. 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.

These graduate programs are pragmatic in focus with extensive use of applied experience in instruction. This approach encompasses a mixture of lecture, case analysis and seminar. Each method is used to accomplish the objectives of a specific class and to foster students' ability to apply business theory in a dynamic, competitive environment. Emphasis is given across the curriculum to ethical and socially responsible patterns of business activity and to the integration of specific functional areas into a coherent scheme for decision making and behavior.

The class schedule responds to the needs of non-traditional, commuter students. Cross-registration among the degree programs is generally not permitted. Individuals with a bachelor's degree from an accredited institution who have seven years of work experience may apply to the EMBA program. EMBA applicants are required to have some managerial and supervisory experience in their work history. Admission will be determined by the Eugene W. Stetson School of Business and Economics Admissions Committee, which will admit 25 to 30 executives per class cohort.

For information on these graduate programs persons may write or call the Stetson School of Business and Economics, Mercer University, Cecil B. Day

Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341, (678) 547-6417, or Stetson School of Business and Economics, Mercer University, 1400 Coleman Avenue, Macon, Georgia 31207-0001, (478) 301-2832.

## Accreditation

The SSBE is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, 600 Emerson Road, Suite 300, St. Louis, MO 63141-6762; [www.aacsb.edu](http://www.aacsb.edu).

## Graduate Program Policies and Procedures

### 1. Eligibility for Admission:

Applicants seeking graduate admission must have a bachelor's degree with an acceptable level of scholarship from a regionally accredited institution of higher learning. The degree may be in any discipline. Graduates of foreign schools of higher learning must be able to document that their degree is the equivalent of a bachelor's degree awarded by an accredited United States college or university. Foreign educational credentials must be evaluated by an independent evaluation service at the applicant's expense.

### 2. Application:

To be considered for admission an applicant must submit a completed application form accompanied by a \$50 non-refundable fee (\$100 for international applicants.). Applications may be obtained from the Stetson School of Business and Economics in either Atlanta or Macon.

### 3. Transcripts:

All applicants must submit two official transcripts from each collegiate institution previously attended to the Office of Admissions, Stetson School of Business and Economics, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341 or the Stetson School of Business and Economics, 1400 Coleman Avenue, Macon, Georgia 31207-0001, depending on the campus the applicant wishes to attend.

### 4. Admission Standards:

All applicants to the MBA program must take the Graduate Management Admission Test (GMAT).

The GMAT is administered by the Educational Testing Service, Princeton, New Jersey. A GMAT information bulletin can be obtained by contacting the Stetson School of Business and Economics, or at [www.gmat.org](http://www.gmat.org). Score reports should be forwarded to Mercer/Macon, Institutional Code #5409, or to Mercer/Atlanta, Institutional Code #5025, depending on the campus the applicant wishes to attend. Only GMAT scores within the five years prior to admission will be accepted. Special conditions apply to international applicants. See 5 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, previous academic record, and in some instances, successful managerial experience.

Applicants to the EMBA program must submit two letters of recommendation (preferably from current or previous employers), a resume documenting their work experience, and a written essay on a topic provided in the admissions materials. Additionally, EMBA applicants must complete an admission interview.

#### **5. International Applicants:**

Qualified applicants whose native language is not English will be eligible for admission into the program. Major emphasis is placed on proficiency in the use of English. The proficiency level desired is a minimum score of 550 (213 computerized version) on the TOEFL examination. Additionally, international applicants must meet the admissions requirements stated previously.

Accepted international applicants whose primary language is not English will be tested by the English Language Institute of Mercer University. 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 SSBE 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.

**6. Transient Status:**

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the other institution. The authorization must be accompanied by a completed application for admission and the appropriate application fee. Transcripts and admission test scores are waived.

**7. Transfer and Transient Credit:**

Students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed six (6) semester hours. Credit for graduate transfer or transient courses completed at another institution may be awarded under the following conditions: (1) the courses were taken at a graduate-degree-granting institution accredited by a regional accrediting body; (2) the courses were graduate-degree courses; (3) the courses were taken in residence and not by correspondence; (4) grades of at least "B" were received in the courses; (5) the courses were completed within the five years prior to enrolling in graduate studies at Mercer; (6) other restrictions as set by the graduate faculty. Courses taken for another degree previously earned may not be applied toward the MBA degree.

If acceptable transfer and/or transient course credits are approved, all but two of the graduate-level courses (of the total required for the master's degree) must be completed in residence in the graduate program at Mercer University.

A written request for consideration of transfer credit should be submitted to the program director by the student within six months of initial enrollment. The request must indicate the specific course(s) for which transfer credit is sought and must include a copy of the other institution's bulletin, a course outline and an official transcript.

Students who wish to earn transient credit from another college must have prior approval from the appropriate program director for such credit to be accepted as a part of the degree program. Transient credit may not be used to meet the residency requirement necessary for graduation, except under unusual circumstances which must be approved by the program director.

**8. Readmission:**

A student who withdraws from the school while on academic warning or probation, or who has not completed a course in one calendar year and who wishes to reenter, must request readmission in writing to the program director. Requirements for continued enrollment and limits to the number of courses a student may take may be established. Furthermore, if it has been one calendar year or more since a course has been completed, the student must reenter under the catalog governing the academic year in which s/he reenters. Appeals of decisions regarding readmission must be made in writing to the appropriate dean of the Stetson

School of Business and Economics. Any student who is on academic exclusion may not be readmitted.

**9. Exceptions and Appeals:**

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

**10. Degree Requirements:**

To qualify for the MBA degree, the student must successfully complete at least 36 semester hours of course work, as specified under the Program of Study section. Students in the EMBA program of study must complete 48 semester hours as specified under the Program of Study section. On all courses taken in residence and considered for graduation, and also specifically on the elective courses in the Personal Portfolio of Study, the student must achieve a cumulative GPA of at least 3.0. To graduate, students must obtain a minimum grade-point average of 3.0 on all graduate business courses taken at Mercer University. No course with a grade of less than C, and no more than two courses with grades of C or C+, will count toward graduation requirements. No more than two (2) courses with a grade of less than B may be repeated for credit in the graduate programs. Courses taken for another degree previously earned may not be applied toward any graduate degree. The time limit for completion of all course work for graduate degrees is seven (7) years.

**11. Residency Requirements:**

To qualify for the MBA degree, the students in the MBA program must complete at least 30 semester hours of course work in residence. Students in the Executive MBA Program must complete 48 hours of course work in residence.

**12. Participation in Commencement Ceremonies:**

Students who have met all degree requirements may participate in the Commencement ceremony. Other graduate students may participate if they are within six (6) hours or less of completing all degree requirements, including the minimum number of semester hours required, and if they meet the minimum graduation requirements for cumulative grade-point averages.

**13. Graduate Academic Deficiency:**

**Unsatisfactory Academic Progress:** Any student whose semester or cumulative grade-point average is below 3.0 is making unsatisfactory academic progress and the student's progress will be monitored. The statuses described below designate a single period of one or more consecutive semesters in which a student is making unsatisfactory academic progress. This period begins the semester following the semester in which the semester or cumulative grade-point average is below 3.0 and ends the semester in which the cumulative and semester grade-point average are at least 3.0.

**Academic Warning:** A student is placed on academic warning the first semester that his/her semester or cumulative grade-point average is below 3.0.

**Academic Probation:** A student is placed on academic probation the second and subsequent consecutive semesters in which s/he is enrolled and the semester or cumulative grade-point average is below 3.0. To improve the academic standing of a student who is making unsatisfactory academic progress, his/her advisor may specify conditions with which a student must comply to be able to register, such as the courses to be taken, the course load, the attainment of a specific semester grade-point average, and/or counseling.

**Academic Suspension:** After the second and subsequent semesters on Academic Probation, a student may be placed on Academic Suspension. That is, the student will not be permitted to register for classes for one or more semesters. A student who is suspended may request the director of his or her program, in writing, to review the decision.

**Academic Exclusion:** In the most serious cases of unsatisfactory academic progress a student may be permanently excluded from the program.

**Readmission:** The student who wishes to be considered for readmission following suspension must make application in writing to the program director. The application must be made at least 45 days prior to the close of registration for the semester in which the student wishes to enroll. The director may consult with faculty before making a decision. If the student is allowed to reenter, the director may establish conditions for the student's readmission, as well as course requirements. A negative decision by the director may be appealed in writing to the dean, or to the dean's designated representative. The decision of the dean, or the dean's representative, is final.

#### **14. Academic Regulations:**

It is the responsibility of each graduate student to become familiar with the above policies, other relevant bulletin information, the university calendar, and the specific regulations of his/her degree program.

## **Master of Business Administration Program**

The Master of Business Administration (MBA) degree is a professional degree for qualified students interested in the management of human, material, and financial resources in business, government, and non-profit organizations. The program is tailored to meet the needs of individuals already employed as managers, as well as persons preparing for advancement into middle management or administrative levels. To implement this mission, the MBA program is constructed around the following tasks and objectives:

- Examine the relationship between business and society in order to heighten each student's awareness of social dilemmas and value conflicts which affect an organization's performance;
- Develop a greater understanding of human behavior in organizations, and develop the attitudes and skills necessary to achieve effective working relationships;

- Develop analytical techniques and multi-disciplinary approaches useful in making and implementing decisions;
- Develop a strategic vision necessary to cope with complex managerial problems in a global environment.

## **Program of Study**

### **Foundation Courses (May be waived with appropriate prior college coursework.) (12 hours)**

BAA 505.	Micro and Macro Economics
BAA 510.	Accounting and Finance
BAA 515.	Management and Marketing
BAA 520.	Legal Environment of Business

### **Core Program (21 Hours)**

BAA 601.	Managerial Economics
BAA 603.	Managerial Accounting
BAA 605.	Marketing Concepts and Practices
BAA 607.	Management Information Systems
BAA 609.	Corporation Finance
BAA 611.	Operations Management Science
BAA 613.	Ethical Leadership

The program director or dean may approve waiver of an MBA core program course. The student will be permitted to substitute an appropriate elective course.

### **Personal Portfolio of Study (PPS) (12 Hours)**

Each student in the program is encouraged to work closely with an advisor to develop a personal portfolio of study (PPS) that is relevant to career or personal goals. The PPS will consist of four elective courses from the following areas: Accounting/Taxation, Finance, Health Care Management, International Business, Management, Management Information Systems, Marketing, and Technology Management. The four electives may be taken from one or more of these areas. One must be an international elective.

Ordinarily, elective courses are offered on the Atlanta campus each semester in four or more of the fields listed above.

### **Concluding Case Study Seminar - BAA 699 (3 Hours)**

Each candidate is required to take BAA 699: MBA Capstone. The MBA Capstone is the culmination course for the MBA program. The course provides students with the opportunity to correlate, integrate and apply the concepts and principles that have been learned in the core and elective courses of the MBA program. Prerequisite: Restricted to candidates who have completed the core program. The course is normally taken as the final course in the MBA program and must be taken in residence at Mercer.

# **Stetson School of Business and Economics and Southern School of Pharmacy**

## **Joint Master of Business Administration and Doctor of Pharmacy**

For qualified students at the Southern School of Pharmacy, Mercer University provides an opportunity to pursue a Master of Business Administration (MBA) degree concurrently with the Doctor of Pharmacy program. The MBA degree is earned through the Stetson School of Business and Economics (SSBE). The MBA degree is a professional degree for qualified students interested in the management of human, material and/or financial resources in business, government or non-profit institutions.

The degree is designed to complement the Doctor of Pharmacy degree in a manner that will broaden the occupational and professional opportunities of the prospective graduate in community, industry or institutional practice. The program has been carefully designed to permit concurrent pursuit of both the pharmacy and the MBA curriculum with the granting of the MBA degree usually within one year of the granting of the Doctor of Pharmacy degree.

Applicants make formal application to the MBA program in the second semester of the second professional year at the Southern School of Pharmacy. The Graduate Management Admissions Test (GMAT) must be taken and completed with an acceptable score prior to enrollment in courses offered by the School of Business and Economics. While completing the requirements for the Doctor of Pharmacy degree, students may take courses at the SSBE toward the MBA degree. Pharmacy students admitted into the combined Pharmacy/MBA program may pursue the following course of study. Minor modifications may be necessary depending on the individual student's academic background.

### **First, Second, and Third Professional Years**

The following foundation courses in the MBA program are fulfilled through course work in the Southern School of Pharmacy: BAA 510 is fulfilled by completing Pharmacy Management 305 (an SSP required course taken during the first professional year). BAA 515 is fulfilled by taking Basic Management Principles 511 (an SSP elective taken during the second professional year), Pharmacy Management 503 (an SSP required course taken during the third professional year), Basic Marketing Principles 512 (an SSP elective taken during the first professional year), and Drug Development and Marketing 507 (an SSP elective taken during the second professional year).

### **Third and Fourth Professional Years**

During the third and fourth professional years students may take up to three MBA foundation or core courses per year in the SSBE. These courses can be taken in place of a pharmacy elective at the SSP.

Following the granting of the Doctor of Pharmacy degree, a full-time course of study may be pursued at the SSBE. Depending on individual situations, the Master of Business Administration Degree may be earned within one year.



## **Stetson School of Business and Economics and the McAfee School of Theology**

### **Joint Master of Business Administration and Master of Divinity**

The joint MBA and M.Div. degrees integrate a foundation of business administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of MBA core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour MBA degree. A full-time student could expect to finish the two degrees in four years of study.

**Eligibility:** Applicants must meet the admissions requirements for both the McAfee School of Theology and the Stetson School of Business and Economics. Applicants must submit current scores for the Graduate Management Admission Test (GMAT) and demonstrate completion of the foundation courses from the Stetson School of Business and Economics. Applicants may satisfy foundation course requirements with prior undergraduate or graduate course work as specified above, or by College Level Examination Program equivalents. The director of graduate programs of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Business Administration degree coursework.

**Requirements:** M.Div. students who are eligible for entrance into the MBA degree are required to take the following four MBA core courses: BAA 601 Managerial Economics, BAA 603 Managerial Accounting, BAA 605 Marketing Concepts and Practices, and BAA 609 Corporation Finance as the twelve (12) hours of MBA core course work to be credited into their M.Div. degree. If a student has demonstrated prior completion of one or more of the MBA core courses listed above he or she may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the MBA degree from any two of the following M.Div. courses: ETH 641 Introduction to Ethics, CRE 683 Leadership, and CRE 800 Managing Change and Conflict.

## **MASTER OF BUSINESS ADMINISTRATION CURRICULUM**

### **BUSINESS ADMINISTRATION FOUNDATION AND CORE (BAA)**

Some courses normally are offered only on the Cecil B. Day Campus in Atlanta (Atl), and some courses normally are offered only on the Macon campus (Mac).

### **Foundation Courses**

#### **505. Micro and Macro Economics (3 hours)**

This course is a study of economic theory applied to activities associated with

the 21st century's global and domestic perspectives. The course analyzes and reveals the environments that are significant in business activities as they relate to economic decision-making at the micro and macro levels.

**510. Accounting and Finance (3 hours)**

This course is an introduction to business covering major accounting and finance issues. Topics covered include: analysis of financial statements including ratio and trend analysis; investment analysis; time value of money; evaluation of the quality of earning; forms of business organization and related taxation effects; and sources of capital and financing.

**515. Management and Marketing (3 hours)**

This course provides an accelerated survey of basic management and marketing concepts, principles and processes. The course examines: (1) the role of the manager in today's organizations with emphasis on leadership, communication, and managing human, financial and social resources and responsibilities; and (2) the development of a firm's marketing strategy and the identification of a target market and related marketing mix (price, product, promotion and place).

**520. Legal Environment of Business (3 hours)**

This course examines the legal environment in which businesses operate. It focuses on the judicial system, administrative law, constitutional law, contract and tort law, business organizations, intellectual property and ethical considerations. Emphasis is also placed on how the legal environment is affected by the global and electronic economy. Additional topics may include property law, antitrust law, labor and employment law, consumer protection and international law.

## **Core Courses**

**601. Managerial Economics (3 hours)**

Prerequisite: BAA 505.

This course offers a survey of economic tools and analysis available to the manager for business decision making. It includes such topics as pricing, forecasting, demand analysis, and macroeconomic policy as it affects the business environment.

**603. Managerial Accounting (3 hours)**

Prerequisite: BAA 510.

This is a course designed for middle managers. It reviews the effective use of accounting information in business decision making, using a case approach.

**605. Marketing Concepts and Practices (3 hours)**

Prerequisites: BAA 515.

The course provides an analysis of marketing's role in the firm. It addresses the activities involved in marketing products and services. Topics examined include global marketing, market analysis and segmentation, consumer behavior, product development and management, pricing, promotion and distribution.

**607. Management Information Systems (3 hours)**

This course provides an understanding of the concepts and fundamentals of information systems and information technologies, the challenges of designing

and implementing them, and their potential impact on the organization. The course covers the strategic role of information technology; the corporate impact of information technology; building blocks of information technology (data, knowledge and information); the Internet and e-business; information systems development; and information technology infrastructure, architecture and management.

### **609. Corporation Finance (3 hours)**

Prerequisites: BAA 510, with BAA 603 highly recommended.

The course focuses on the conceptual and practical problems associated with the financial management of non-financial firms. Topics include valuation of the firm, capital budgeting, risk, cost of capital, capital structure, dividend policy, and investment strategies. Completion of BAA 603 is strongly recommended before BAA 609.

### **611. Operations Management Science (3 hours)**

This course focuses on the strategic and tactical issues in managing the creation and distribution of goods and services. Concepts and techniques for process and project management are covered. A broad base of topics related to operations management and management science are emphasized.

### **613. Ethical Leadership (3 hours)**

Prerequisite: BAA 515.

This course offers a multidisciplinary approach to the issues of ethical business practice. It examines the concept of leadership as a specialized role and as a social influence process in organizations and in society at large. The course provides an in-depth study of the attributes, roles, and skills that define effective leadership behavior. Emphasis is placed on understanding the rational and emotional processes inherent in leadership within diverse political, economic and socio-cultural systems.

## **BUSINESS ADMINISTRATION ELECTIVES (BA)**

Completion or approved coverage of all Foundation courses and completion of the listed Core course(s) are prerequisites for all elective courses.

### **625. Special Topics (3 hours)**

Special Topics courses are designed to provide instruction in areas and subjects that are not offered in the program curriculum as shown in the *Bulletin*. Special Topics is a mechanism that facilitates the development of new courses, and encourages curricular experimentation and development. Maximum degree credit for Special Topics courses for any student is 6 semester hours.

### **626. Independent Study (3 hours)**

Independent Study is designed to allow an individual student to study in an area or subject that is not offered in the program curriculum as shown in the *Bulletin*. The student's proposal for Independent Study must be planned with and approved by an instructor, and must be approved by the dean. Maximum degree credit of Independent Study for any student is 3 semester hours.

### **628. MBA Internship (1 - 3 hours)**

The intern program is designed to provide the student on-site (as a minimum) 60 work hours of experience in business administration. The intern program

must be substantially different from any business experience that the student has had. The intern program cannot be at a location where the student is employed, or where the student has been employed. The student must have completed at least 15 semester hours in the MBA program, have earned a grade-point average of at least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship advisor, who will be responsible for establishing the internship objectives and coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor, the intern's study and review the student's work and assign the grade.

## **Accounting/Taxation**

### **630. Individual Income Tax (3 hours)**

Prerequisite: BAA 603.

This is an introduction to the basic skills and concepts needed for individual income taxation. It provides a foundation of tax knowledge which can be expanded into special areas. (Atl)

### **635. Corporate, Partnership, and Estate Taxation (3 hours)**

Prerequisites: BAA 603, BA 630.

This course examines the income taxation of corporations and partnerships including operating, formation, and distributions. Gift and estate taxation issues are also addressed.

### **637. Governmental and Not-For-Profit Accounting (3 hours)**

Prerequisite: BAA 510 (or approved undergraduate equivalent) and consent of instructor.

This is a study of the principles of fund accounting for and financial reporting by not-for-profit and government entities. It also addresses Comprehensive Annual Financial Report (CAFR) analysis and current topics in the content area.

### **655. Advanced Auditing (3 hours)**

Prerequisite: ACC 431.

This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined.

### **657. Advanced Accounting (3 hours)**

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

This is a study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and not-for-profit organizations. It implements a case approach.

## **Economics**

### **668. Macroeconomics (3 hours)**

Prerequisite: BAA 601.

This is a study of aggregate economic activity. It analyzes unemployment, infla-

tion, and growth, integrating monetary and fiscal theory with models of wage and price flexibility. Emphasis is placed upon analytical methods that enable managers to understand and predict the effect of overall economic fluctuations on their firm. (Mac)

**678. International Economics (3 hours)**

Prerequisite: BAA 601.

This is an introduction to foreign-trade theory and commercial policies. Topics include the theory of international trade, commercial policies, balance of payments and domestic stability, offer curves and the terms of trade, and international trade strategy.

## **Finance**

**641. Financial Reporting (3 hours)**

Prerequisite: BAA 609.

This is a critical analysis of reporting practices and complexities encountered by corporations within the framework of generally accepted accounting principles. It places emphasis upon management's responsibility to communicate financial information in a significant manner to individuals and groups. (Mac)

**670. Seminar in Financial Management and Policy (3 hours)**

Prerequisite: BAA 609.

This course applies advanced topics in Financial Management to real-world case studies. The course emphasizes decision making; prior elective course work in Finance is strongly recommended.

**671. Corporate Restructuring via Mergers and Acquisitions (3 hours)**

Prerequisite: BAA 609.

This course offers an intermediate-to-advanced treatment of the topic of corporate control, a topic of growing importance that has become popular in corporate America. Some of the broad topics to be covered in this course include: theory of the firm and corporate activity, economic rationale for the existence of the firm and for the major types of mergers, theories of mergers and tender offers, empirical tests of some of the more important theories, sell-offs and divestitures, methods of payment and leverage, takeover defenses, and legal framework of mergers. (Mac)

**672. Financial Institutions (3 hours)**

Prerequisite: BAA 609.

This course entails an analysis of money and credit in the United States banking system and the impact of monetary and fiscal policies upon business decisions and economic activity.

**673. Capital Budgeting (3 hours)**

Prerequisite: BAA 609.

This is an analytical course which introduces advanced mathematical and statistical concepts into the analysis of the financial decision-making process.

**674. Investment Analysis & Portfolio Management (3 hours)**

Prerequisite: BAA 609.

This is a rigorous and empirical study of the elements of investment, investment

background and modern investment theory, analysis and valuation of equity securities and bonds, asset pricing and portfolio theory, and evaluation of portfolio performance.

**675. International Finance (3 hours)**

Prerequisite: BAA 609.

This course familiarizes the student with a changing international scene. It introduces foreign exchange, interest rate risk, arbitrage, spot and forward rates, and hedging. (Atl)

**694. Financial Derivatives: Options and Futures (3 hours)**

Prerequisite: BAA 609.

This course explores the latest derivative markets. These markets are the Futures, Options, Futures on Options and other financial engineering instruments. The objective is to use these instruments either as an individual investor or for hedging purposes by corporate managers. (Atl)

## **Health Care Management (HCM)**

**600. Elements and International Health (3 hours)**

This course defines health and health status from an epidemiological analysis of population health. It examines the U.S. health care delivery system, policy influences, structure and professional composition. Major topics include financing, organization, and delivery of health services as well as U.S. policy issues that affect the performance of the health care system in regard to cost, access, and quality.

**602. Ethical Issues in Health Care Management (3 hours)**

This course introduces the ethical environment of health-care and the framework of ethical decision making. Ethical considerations of health-care management are discussed from the perspective of the provider, payer, consumer and regulator. Topics include advance directives, living wills, physician-assisted suicide, quality of life and end-of-life decisions.

**603. Health Care Economics and Finance (3 hours)**

This course covers an analysis and evaluation of the economic, financial and payment environment of the health-care consumer, provider, institution and the different organizations found in the health-care industry. These areas are integrated to provide a complete understanding of the managed-care organization's economic, financial and payment objectives to provide health services to all health-care clients.

**604. Quality Management and Evaluation Methods (3 hours)**

This course provides a comprehensive review of current quality-management principles and concepts that focus on systemic improvement methods and tools to improve processes. It addresses the management and measurement of outcomes through critical pathways, reference databases, practice guidelines and state and federal quality measurement initiatives. Approaches to health-care research and program evaluation are discussed.

**645. Managed Care and Third Party Payers (3 hours)**

Prerequisite: HCM 600 or permission of instructor

Health-care delivery and financing through managed care are the topics of this

course. The structure of managed-care products, their objectives, and their market perception are discussed. The impact of these reimbursement vehicles on health-care cost, health outcomes and customer/consumer satisfaction are examined. Included is a review of the financing of health care on the state and federal level and the integration of managed care in the publicly funded programs of Medicare and Medicaid as well as national and state health-care reform.

**650. Health Care Information Management (3 hours)**

This course deals with information-systems management and operations research for problem solving in health-care organizations. Converting data to information and its application are the basis of the course. The student is introduced to hardware, software and system architecture applicable to health-care information management.

**667. Role of Public Health in the U.S. Health Care Delivery System (3 hours)**

This course provides an introduction to the concepts and practices of public health at the community, state, and national levels. It examines the philosophy, purpose, organization, functions, activities and results of public health practice. The important health issues and problems facing the public health system are also addressed, along with approaches and constraints to solving these problems. The course emphasizes the importance of disease prevention and health promotion in our society.

**670. Health Care Law (3 hours)**

This course investigates legal issues concerning health-care management. Topics discussed include introduction to the legal system, health-care reform, professional liability, contract and employment issues, patients' rights, bioethics, and other legal and regulatory issues that affect health-care management.

## **International Business**

**620. Study Abroad (1 - 6 hours)**

This course involves travel to a foreign country or countries in order to interview and consult with business managers, labor leaders, academics, and public officials. It includes lectures, discussions, and facilities tours, and analysis of the role and impact of cultural, economic, social, political and legal influences on management philosophy and practice. It examines business theories and practices in different national settings. Research reports and oral presentations are required. Direct costs such as airfare, meals and lodging are added to normal tuition charges. (Atl)

**675. International Finance (3 hours)**

Prerequisite: BAA 609.

See description under Finance.

**678. International Economics (3 hours)**

Prerequisites: BAA 601.

See description under Economics.

**681. International Marketing (3 hours)**

Prerequisite: BAA 605.

See description under Marketing

**696. International Management (3 hours)**

Prerequisite: BAA 613.

See description under Management.

## Management

**676. Applied Decision Sciences (3 hours)**

Prerequisite: BAA 611.

This course focuses on management simulation through the use of a computer game. Students are divided into teams for decision-making purposes and compete with other teams. The course emphasizes quantitative models such as multiple regression and linear programming. It entails extensive use of computer software relevant to the models and techniques introduced; however, it assumes no computer programming knowledge. (Atl)

**684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)**

Prerequisites: BAA 605, BAA 613, and BAA 609 or permission of instructor.

This course covers the basics of what entrepreneurship and intrapreneurship are today, including a focus on e-commerce. It covers the nature of the entrepreneur, firm successes and failures, the overall world climate for entrepreneurship, and marketing, financial analysis and overall business planning. Students develop a business plan as part of the class experience.

**690. Organization Theory (3 hours)**

Prerequisite: BAA 613

This course acquaints the student with various schools of thought and current issues of concern in organization theory. It includes the analysis of organizations through the study of the development of organizations, organizational change, the impact of structural characteristics on the organization and the use of power in organizations.

**691. Human Resource Management (3 hours)**

Prerequisite: BAA 613

This course examines the fundamentals of human-resource management. It emphasizes the individual-organization interface and the administration of the personnel function to achieve organizational objectives.

**692. Organizational Behavior (3 hours)**

Prerequisite: BAA 613

This course describes and analyzes the growth, development and application of behavioral science to industrial society. It emphasizes the social, psychological and cultural aspects of the work situation, using behavioral patterns as the basic unit of observation. Attention is focused upon such topics as industrial sociology, organization, social control, personnel psychology and industrial social psychology. This course is designed to equip a manager with the knowledge, conceptual framework, skill and experience needed to design and manage effective human-resource systems.

**696. International Management (3 hours)**

Prerequisite: BAA 613.

Managers increasingly work either with an ethnically diverse domestic work force or at cross-national or cross-regional interfaces. To improve performance



in these settings, this course examines ways in which cultures vary and how these variations as well as other differences in the world affect work values, expectations and practices. The course then explores ways of effectively managing cultural diversity and managing in international settings.

## **Management Information Systems**

### **660. Information Resource Management (3 hours)**

Prerequisite: BAA 607.

Information Resource Management (IRM) provides an overview of a number of the people and technical issues related to Information Systems (IS) planning, development, organization, evaluation and control. It examines the impacts of IS on users at various levels of the organization and reviews applications of emerging technologies. The goal is to integrate the issues and concepts discussed so that common themes and relationships become apparent. The focus is on practical applications of the material. (Atl)

### **663. Systems Planning and Implementation (3 hours)**

This course provides an overview of various methodologies for systems development and project management. Topics include process design and reengineering, project definition and scheduling, and data-flow analysis. The focus of this course is on planning for effective information-based systems.

### **665. Computers and the Law (3 hours)**

Prerequisite: BAA 520.

This course is an investigation of various legal issues related to computers and technology. Topics include copyright, patent, trade secret and trademark law, jurisdiction, contract law, tort liability, the right of privacy, computer crime, and electronic media issues.

## **Marketing**

### **627. Marketing Research (3 hours)**

Prerequisite: BAA 605.

This course is a study of the methods and procedures designed to provide management with information for making decisions. The gathering and analysis of data in business and public organizations receive primary emphasis. Topics include the use of secondary data and the various sources for secondary data, the appropriate collection of primary data, the analysis of data, and the use of summary data.

### **662. Direct and Electronic Marketing (3 hours)**

Prerequisite: BAA 605.

Direct and Electronic Marketing focuses on the strategy and decision-making aspects of direct and electronic marketing. The course emphasizes various choices available for creation and execution of a modern, efficient direct promotional campaign. It is relevant to both business-to-consumer and business-to-business settings.

### **680. Business to Business Marketing (3 hours)**

Prerequisite: BAA 605.

This course gives students an overview of industrial marketing and an under-

standing of the unique nature of the elements within industrial-marketing strategic planning. (Atl)

**681. International Marketing (3 hours)**

Prerequisite: BAA 605.

This course is an examination and analysis of the social, cultural, political/legal and economic environments facing international marketers, problems in the marketing organizational structure of multinational firms, and control of the international marketing function. The course focuses on alternative marketing strategies for cross-national marketing and the development of successful international strategies. (Atl)

**682. Buyer Behavior (3 hours)**

Prerequisite: BAA 605

This course focuses on the study of the behavior of buyers of consumer and industrial goods and services. Special emphasis is placed on increasing the student's sensitivity to, and understanding of, buyers and their behavior and providing the student with experience in applying this knowledge to effective marketing management decisions. (Atl)

**684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)**

Prerequisites: BAA 605, BAA 613 and BAA 609 or permission of instructor.

See description under Management.

**686. Marketing Promotion (3 hours)**

Prerequisite: BAA 605.

This course focuses on decision making in the management of the elements of the firm's promotional mix such as advertising, sales promotion, publicity, and packaging and branding. Special emphasis is placed on the use of promotional tools as they are used in promotional strategy formulation. (Atl)

**689. Strategic Marketing (3 hours)**

Prerequisite: BAA 605 and two additional 600-level marketing electives.

This course analytically examines the decision-maker's process in producing a marketing strategy consistent with factors underlying various situations. It emphasizes case analysis to help develop strategic marketing skills.

## **Technology Management**

**622. Productivity and Quality Management (3 hours)**

This course provides the student with an understanding of the concepts and fundamentals of productivity and quality needs, and techniques used in modern business organizations. Emphasis is on proper planning and implementation activities for production at all levels of product and service development.

**644. Technology and Innovation Management (3 hours)**

A consistent challenge to modern businesses is to optimize organizational member performance. One approach is to improve the probability that members will make appropriate decisions and follow those decisions with effective actions. Such an approach requires that both information and technology be focused to support member decision processes. This course integrates basic management principles with techniques in information systems and technology.

It emphasizes the application of combined information, hardware, and software solutions to business processes.

**664. Electronic Commerce (3 hours)**

Technology is a driving force in the trend of globalization. This course examines how organizations are relying on the Internet for marketing and management purposes. Emphasis is on implementing electronic commerce as a business strategy, leveraging information technologies for business processes, and reviewing state-of-the-art applications used in product, service, and information sectors. Legal and ethical issues of electronic commerce are also addressed.

**684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)**

Prerequisites: BAA 605, BAA 613 and BAA 609 or permission of instructor.  
See description under Management.

## **CASE STUDY SEMINAR**

**BAA 699. MBA Capstone (3 hours)**

Prerequisite: Restricted to candidates who have completed the core program. This is normally taken as the final course in the MBA program. The culmination course for the MBA program, it provides students with the opportunity to correlate, integrate and apply the concepts and principles learned in the core and elective courses of the MBA program.

## **EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EBA)**

The EMBA Program is conducted in five modules. The modules are designed to combine complementary business topics. Students take three classes per module. During the third module, students participate in an international business program. The fifth module includes the capstone course, which combines subject matter from other courses.

All students are required to attend a four-day initiation seminar (Bootcamp I) prior to the beginning of the program. In addition, students are required to attend a two-day seminar (Bootcamp II) in the summer during Module III as well as four half-day Saturday seminars during the 21-month program. The purpose of these seminars is to develop skills and knowledge of basic business tools essential to success in the program.

**595 - 596. EMBA Bootcamp I and II (3 hours)**

These courses provide the basic knowledge and skills necessary for the successful completion of the EMBA program. They cover basic concepts of Accounting, Finance, Economics, Management, Marketing and Statistics. Additionally, they address team building and leadership skills and introduce case methodology.

## **MODULE I.**

**601. Managerial Economics (3 hours)**

The use of economic tools for effective decision making by the manager is the focus of this course. Topics include pricing, forecasting, demand analysis, and macroeconomic policy and its effects on the business environment.

**602. Managerial Accounting (3 hours)**

This is a case approach to analyzing accounting information for business decision making. The objective of the course is to teach the high-level manager and executive how vital accounting information can be used in strategic planning.

**604. Seminar in Advanced Management (3 hours)**

This course conducts an in-depth analysis of organizational processes relating to the corporation, exploring theories and practices of effective management of individuals, organizations and the firm.

## **MODULE II.**

**605. Seminar in Strategic Marketing (3 hours)**

An analytical examination of the decision-making process in producing a marketing strategy consistent with the goals of the corporation is the focus of this course. Case analyses are emphasized to help develop strategic marketing skills.

**609. Corporation Finance (3 hours)**

This course emphasizes corporate financial strategies associated with the management of non-financial firms. It focuses on valuation of the firm, capital budgeting, decision making, capital structure, risk and investment strategies in maximizing firm value.

**696. International Management (3 hours)**

Managers increasingly work either with an ethnically diverse domestic workforce or at cross-national and cross-regional interfaces. To improve performance in these multicultural settings, this class explores how cultural variations affect work values, expectations and practices.

## **MODULE III.**

**620. Business Studies Abroad (6 hours)**

This course provides a learning environment conducive to the understanding of cultural, economic, social and political factors that influence decision making, and the practice of management in a global economy. Through studying current events in the areas of international marketing, international law and other aspects of international business, the course prepares the business leader to understand and anticipate future global issues as s/he becomes exposed to many areas of international business.

**614. International Research Project (3 hours)**

This course increases the student's understanding of international business. In this portion of the program the student develops a research project that contributes to the field of international business.

## **MODULE IV.**

**603. The Legal Environment (3 hours)**

This course examines the legal environment in which business operates. It focuses on the court system and litigation, administrative law, the formation of contracts, tort and criminal issues, and ethical considerations. It also empha-

sizes how government regulates business. Topics covered may include agency, partnerships, corporations, securities law, labor and employment law, antitrust law, consumer protection, environmental law, intellectual property and international law.

**606. Decision Theory (3 hours)**

This course teaches high-level managers the use of quantitative methods and analysis for policy and decision making, with special attention to the interpretation of information given to executives by lower and middle management.

**611. Ethical Leadership (3 hours)**

This course offers a multidisciplinary approach to the issues of ethical business practices. It examines the concept of leadership as a specialized role and as a social influence process in organizations and in society at large. The course provides an in-depth study of the attributes, roles and skills that define effective leadership behavior. Emphasis is placed on understanding the rational and emotional processes inherent in leadership within diverse political, economic and socio-cultural systems.

## **MODULE V.**

**608. Management Information Systems (3 hours)**

The problems of designing and implementing systems that provide useful management information are identified and analyzed. Topics include transaction processing, executive information, decision support, expert support and work-group support systems.

**612. Issues in Contemporary Business (3 hours)**

This course gives students a contemporary view of the overall business environment. It covers issues related to the changing world economy. The content of this course changes as events occur that could affect the business environment. Current topics include ongoing changes in the world economy, E-commerce, and economic development in third-world countries. Technological, social, cultural, political, legal, regulatory, and other environmental issues are covered. Students are expected to investigate worldwide business topics.

**699. Executive MBA Capstone (3 hours)**

This course integrates subject matter from other courses in the MBA program. Topics include the development of organizational strategy, decision-making, planning and formulation of objectives in all areas of business. A real-world case approach is utilized.



# The School of Engineering

## Graduate Faculty

M. Dayne Aldridge, Sc.D., P.E., *Dean/Professor*

Aaron S. Collins, Marjorie T. Davis, Allen F. Grum, Behnam Kamali, Phillip D. Olivier and Clayton R. Paul, *Professors*

Guerry C. Backer, Kevin D. Barnett, Helen M. Grady, Jeng-Nan Juang, Laura W. Lackey, Paul E. MacNeil, Richard O. Mines, William M. Moses, Edward M. O'Brien, Loren Sumner, *Associate Professors*

## Master of Science in Engineering

### Master of Science

For information regarding these degree programs please refer to the following website: [http://www2.mercer.edu/Engineering/Graduate\\_Programs/](http://www2.mercer.edu/Engineering/Graduate_Programs/).





# The Tift College of Education

Carl R. Martray, Ph.D., *Dean/Professor*

Allison C. Gilmore, Ph.D., *Associate Dean/Professor*

Susan C. Malone, Ed.D., *Associate Dean/Associate Professor*

Catherine M. Gardner, Harriet A. Hathaway, Albert A. Stramiello, Richard V. Swindle, and Mary E. Willingham, *Professors*

Linda Adams, Mary Kay Bacallao, Macklin D. Duggins, Penny L. Elkins, Jianhua Feng, Janet S. Fields, William O. Lacefield, Dana H. Lilly, Margaret R. Morris, Bruce E. Sliger, *Associate Professors*

Diane E. Alvarez, Jacquelyn M. Culpepper, Carolyn R. Garvin, Ismail S. Gyagenda, Leonard E. Lancette, Calandra D. Lockhart, Christopher G. McCormick, Karen H. Michael, Emilie W. Paille, Debra Rosenstein, Peter A. Ross, M. Randall Spaid, and Ursula Thomas-Fitts, *Assistant Professors*

Patrice P. Grimes, Lucile F. Maples, and Margaret S. McCall, *Instructors*

## GRADUATE DEGREE PROGRAMS

The Tift College of Education offers two graduate degrees on the Atlanta campus, the Master of Education degree and the Specialist in Education degree. The Master of Education degree is offered in: Early Childhood Education (P-5), Middle Grades Education (4-8), Secondary Education (7-12), and Reading. The Specialist in Education degree is offered in Early Childhood Education (P-5) and in Middle Grades Education (4-8). Degree programs in teacher education are approved by the Georgia Professional Standards Commission and are under the direction of the Tift College of Education.

In addition to its degree programs, the Tift College of Education also offers classes leading to initial certification for post-baccalaureate students. Students seeking initial certification in Early Childhood or Middle Grades or in the Secondary fields of English, Mathematics, Science, or Social Sciences may apply as special students.

Applications (including 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

## DEPARTMENT OF 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 Practitioner - To Know, To Do, To Be.**”

### TO KNOW

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

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

## **TO DO**

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

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

## **TO BE**

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

1. Uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.
2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
3. Models positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community.

# **MASTER OF EDUCATION DEGREE**

## **Teacher Education Programs**

The purpose of the graduate program in Education is to prepare teachers who will have a philosophy of growth and change based on reliable knowledge about the principles and practices of education. A further objective is to educate teachers 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 a minimum of two calendar years 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 program.

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 to plan appropriately for disabled, special needs, and other diverse populations.

### **Approved Programs**

Mercer's Teacher Education Program is approved by the Georgia Professional Standards Commission for graduate study in the following:

Early Childhood Education (P-5)	Reading (P-12)
English (7-12)	Broad Field Science (7-12)
Mathematics (7-12)	Broad Field Social Science/History (7-12)
Middle Grades Education (4-8)	

Offered on the Cecil B. Day Campus in Atlanta are the M.Ed. and Ed.S.degree programs in Early Childhood Education (P-5) and Middle Grades Education (4-8), the M.Ed. in Secondary English, Mathematics, Science, and Social Science/History, and the M.Ed. degree program and Endorsement in Reading.

### **Admission to the Master's Program**

All persons who wish to enter the program must file a formal written application for admission to graduate studies. A qualification for admission is a bachelor's degree from a regionally accredited college or university. All students must take an approved graduate test and present satisfactory scores (scores must be less than six years old at time of admission) before being admitted to the M.Ed. Program. Students applying to the Master's program must provide the following:

1. A bachelor's level teaching certificate in the appropriate area or evidence of eligibility for the certificate.
2. A minimum overall undergraduate grade point average of 2.75.
3. A score of at least 800 on the Graduate Record Examination (GRE) (excluding the Analytical section), or 41 on the Miller Analogies Test (MAT). 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.

Applications (including 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

## **Academic Standards for M.Ed. Students**

Students in the M.Ed. program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two "C/C+'s" in those classes counted toward the degree. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not retake an equivalent class at another college in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status until he/she raises the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. A student who has two grades of "C/C+" may also be placed on probationary status. If the semester average falls below 2.0 ("C"), the student's case will be reviewed by the Chair and the graduate faculty and, without extenuating circumstances, the student will be dismissed from the graduate teacher education program.

## **Limitation in Completion of Requirements**

A student in a master's 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.

## **General Requirements for the Degree**

Since all candidates for the degree of Master of Education will major in education, all programs must be approved by the faculty. The minimum credit requirements for the degree are 36 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

There are certain conditions which must be met to transfer regular graduate credit to Mercer's graduate program. 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 of Master of Education at Mercer.

The work must be appropriate for the student's planned program. The maximum amount of transferred credit is limited to 6 semester hours. Only courses

in which the student earned a “B” or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the M.Ed.

## **Early Childhood Education Program**

The M.Ed. program in Early Childhood Education is designed to meet the needs of teachers in grades P-5. Program planning sheets for this area may be secured from the Tift College of Education. 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.

### **Degree Requirements - 36 semester hours Professional Studies (18)**

#### **A. Required**

- EDUC 602. School Philosophy, Structures, and Programs
- EDUC 621. Curriculum and Instruction: ECE
- EDUC 625. Culturally and Educationally Responsive Pedagogy
- EDUC 690. Introduction to Educational Research
- EDUC 698. Research Project *or*
- EDUC 676. Candidacy for National Board Certification Teacher (M.Ed.)

#### **B. Choice of One**

- EDUC 611. Child Development
- EDUC 614. Educational Psychology

### **Content and Related Studies (18)**

With the approval of the Early Childhood advisor, each student will plan a program of study of 18 hours selected from Content and Related Studies as follows:

1. EDUC 647 is required of all students.
2. Either EDMT 601 or EDMT 611 is required of all students.
3. Each student will select a content area concentration of at least 9 hours in one of the four Content Studies areas.
4. The remaining hours may be selected from any area of Content or Related Studies.

#### **A. Content Studies**

##### **Language Arts**

- EDUC 641. Teaching Reading: Literacy Development for ECE
- EDUC 643. Advanced Teaching/Language Arts: ECE
- EDUC 646. Methods of Teaching English for Speakers of Other Languages
- EDUC 647. Preventing, Diagnosing, and Correcting Literary Problems
- EDUC 648. Applied English Linguistics (or EDEN 648)
- EDUC 649. Writing Workshop (or EDEN 649)
- EDUC 654. Children’s Literature

### **Mathematics**

- EDMT 601. Problem Solving in Mathematics
- EDMT 611. Theory of Arithmetic
- EDUC 665. Advanced Teaching of Mathematics: ECE
- EDUC 667. Calculator and Computer Use in Mathematics
- EDUC 668. Workshop in Mathematics Education (*or* EDMT 668)

### **Science**

- EDUC 671. Teaching Science for ECE
- \* EDUC 673. Investigative Science  
**(Required if Science is chosen as the concentration.)**
- EDSC 611. Life Science for ECE
- EDSC 641. Geology for Teachers
- EDSC 642. Oceanography and Meteorology
- EDSC 643. Astronomy for Teachers
- EDSC 651. Physical Science for Teachers
- EDSC 699. Special Topics in Science

### **Social Science (Either 618 or 685 is required if Social Science is chosen as the concentration.)**

- \* EDUC 618. Issues of Diversity: Language, Cognition, and Culture
- EDUC 681. Advanced Teaching of Social Science: ECE
- \* EDUC 685. The Global Age: Issues and Alternatives
- EDSS 601. Physical and Cultural Geography
- EDSS 611. Georgia History
- EDSS 621. State and Local Government
- EDSS 660. Cultural Anthropology

### **B. Related Studies**

- EDUC 605. School Law
- EDUC 626. Creative Dimensions of Teaching
- EDUC 627. Integrating Technology into Education
- EDUC 628. Communicating Through Technology
- EDUC 629. Communicating Through the Arts
- EDUC 630. Educational Assessment
- EDUC 636. Classroom Management for ECE
- EDUC 675. Pre-Candidacy for National Board Certification Teacher (M.Ed.)
- EDUC 699. Special Topics

## **Middle Grades Education Program**

The M.Ed. in Middle Grades Education is designed to meet the needs of teachers in grades 4-8. Program planning sheets for this area may be secured in the Tift College of Education. Completion of the planned program (including the prerequisite T-4 certificate) leads to eligibility for certification at the master's level by the Georgia Professional Standards Commission. (NOTE: Completion of a content concentration for the M.Ed. may not be sufficient for adding that field to a Middle Grades teaching certificate. Students who plan to add a concentration field to a teaching certificate must follow the policies set by the Georgia Professional Standards Commission.)

## **Degree Requirements - 36 semester hours**

### **Professional Studies (18)**

#### **A. Required**

- EDUC 602. School Philosophy, Structures, and Programs
- EDUC 622. Curriculum and Instruction: MGE
- EDUC 625. Culturally and Educationally Responsive Pedagogy
- EDUC 690. Introduction to Educational Research
- EDUC 698. Research Project *or*
- EDUC 676. Candidacy for National Board Certification Teacher (M.Ed.)

#### **B. Choice of One**

- EDUC 612. Adolescent Development *or*
- EDUC 614. Educational Psychology

### **Content Studies (18)**

With the approval of the Middle Grades advisor, each student will select two Content Studies Concentrations, with 9 hours in one concentration and 6 hours in the other. The remaining 3 hour elective may be selected from any area of Content or Related Studies.

#### **Language Arts**

- EDUC 642. Content Area Reading: Literacy Development for MGE/SEC
- EDUC 644. Advanced Teaching/Language Arts: MGE
- \* EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems
- EDUC 648. Applied English Linguistics
- EDUC 649. Writing Workshop
- \* EDUC 655. Young Adult Literature
- EDUC 656. Teaching of a Major Literature Figure or Form  
(*or* EDEN 656)

#### **Mathematics**

- EDMT 601. Problem Solving in Mathematics
- EDUC 666. Advanced Teaching of Mathematics: MGE/SEC
- EDUC 667. Calculator and Computer Use in Mathematics
- \* EDUC 668. Workshop in Mathematics Education (*or* EDMT 668)
- EDMT 611. Theory of Arithmetic
- \* EDMT 621. Algebra for the MGE/SEC Teacher *or*
- \* EDMT 631. Geometry for the MGE/SEC Teacher
- EDMT 641. Discrete Mathematics for MGE/SEC

#### **Science**

- EDUC 672. Advanced Teaching of Science: MGE/SEC
- \* EDUC 673. Investigative Science
- EDSC 612. Life Science for Middle and Secondary Teachers
- EDSC 631. Topics of Environmental Science
- EDSC 641. Geology for Teachers
- EDSC 642. Oceanography and Meteorology
- EDSC 643. Astronomy for Teachers
- EDSC 651. Physical Science for Teachers
- EDSC 699. Special Topics in Science

### **Social Science**

- EDUC 682. Advanced Teaching of Social Science: MGE/SEC
- \* EDSS 601. Physical and Cultural Geography
- \* EDUC 618. Issues of Diversity: Language, Cognition, and Culture **or**
- \* EDUC 685. The Global Age: Issues and Alternatives
- EDSS 611. History of Georgia
- EDSS 621. State and Local Government
- EDSS 660. Cultural Anthropology

### **Related Studies**

- EDUC 605. School Law
- EDUC 626. Creative Dimensions of Teaching
- EDUC 627. Integrating Technology into Education
- EDUC 628. Communicating Through Technology
- EDUC 630. Educational Assessment
- EDUC 637. Classroom Management for MGE/SEC
- EDUC 646. Methods of Teaching English for Speakers of Other Languages
- EDUC 675. Pre-Candidacy for National Board Certification Teacher (M.Ed.)
- EDUC 699. Special Topics

\*Note: One of the starred classes is required if area is selected for either concentration.

## **Secondary Education Program**

The M.Ed. in Secondary Education is designed to meet the needs of teachers in grades 7-12 in the areas of English, mathematics, broad-field science, broad-field social science, and history. Specific subject area program planning sheets may be secured from the Tift College of Education. Completion of the planned program (including the prerequisite T-4 certificate) leads to eligibility for certification at the master's level by the Georgia Professional Standards Commission.

### **Degree Requirements - 36 semester hours Professional Studies (18)**

#### **A. Required**

- EDUC 602. School Philosophy, Structures, and Programs
- EDUC 623. Curriculum and Instruction: SEC
- EDUC 625. Culturally and Educationally Responsive Pedagogy
- EDUC 690. Introduction to Educational Research
- EDUC 698. Research Project **or**
- EDUC 676. Candidacy for National Board Certification Teacher (MEd)

#### **B. Choice of One**

- EDUC 612. Adolescent Development
- EDUC 614. Educational Psychology



## **Content Studies (18)**

Students will be allowed to take courses in their area of certification at the 600 level. All courses must be approved by the Secondary Education Advisor.

### **English**

- \* EDUC 642. Content Area Reading: Literacy Development for MGE/SEC
- \* EDUC 645. Advanced Teaching of English
- EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems
- \* EDUC 649. Writing Workshop (*or* EDEN 649)
- \* EDUC 655. Young Adult Literature (*or* EDEN 655)
- EDUC 656. Teaching of a Major Literature Figure or Form (*or* EDEN 656)

### *\*Required Course*

### **Mathematics**

- \* EDUC 666. Advanced Teaching of Mathematics: MGE/SEC
- EDUC 667. Calculator and Computer Use in Mathematics
- EDUC 668. Workshop in Mathematics Education (*or* EDMT 668)
- EDMT 601. Problem Solving in Mathematics
- EDMT 611. Theory of Arithmetic
- EDMT 621. Algebra for the MGE/SEC Teacher
- EDMT 631. Geometry for the MGE/SEC Teacher
- EDMT 641. Discrete Mathematics for MGE/SEC

### *\*Required Course*

### **Science**

- \* EDUC 672. Advanced Teaching of Science: MGE/SEC
- EDUC 673. Investigative Science
- EDSC 612. Life Science for Middle and Secondary Teachers
- EDSC 621. Chemistry for Secondary School Science Teachers I
- EDSC 622. Chemistry for Secondary School Science Teachers II
- EDSC 631. Topics of Environmental Science
- EDSC 641. Geology for Teachers
- EDSC 642. Oceanography and Meteorology
- EDSC 643. Astronomy for Teachers
- EDSC 651. Physical Science for Teachers
- EDSC 699. Special Topics in Science

### *\*Required Course*

### **Social Science**

- \* EDUC 682. Advanced Teaching of Social Science: MGE/SEC
- EDUC 618. Issues of Diversity: Language, Cognition, and Culture
- EDUC 685. The Global Age: Issues and Alternatives
- EDSS 601. Physical and Cultural Geography
- EDSS 621. State and Local Government
- EDSS 660. Cultural Anthropology
- EDSS 611. History of Georgia

## **National Board Candidacy Option**

EDUC 675: Pre-Candidacy for National Board Certification Teacher (M.Ed.)

*\*Required Course*

NOTE: Four courses must be in history for the history-specific certification.

## **Reading Program**

The M.Ed. Reading Program is designed to meet the needs of teachers who teach reading in grades P-12. Program planning sheets may be secured from the Tift College of Education. Completion of the planned program and a passing score on the Reading Specialist Praxis II leads to eligibility for certification at the master's level by the Georgia Professional Standards Commission.

## **Degree Requirements - 36 semester hours**

### **Professional Studies (18 hours)**

#### **A. Required**

- EDUC 602. School Philosophy, Structures, and Programs
- EDUC 621, 622, or 623. Curriculum and Instruction (ECE, MGE, or SEC)
- EDUC 625. Culturally and Educationally Responsive Pedagogy
- EDUC 662. Clinical Practicum
- EDUC 690. Introduction To Educational Research

#### **B. Choice of One**

- EDUC 611. Child Development
- EDUC 612. Adolescent Development
- EDUC 614. Educational Psychology

### **Content Studies (18 hours)**

#### **A. Required**

- EDUC 641. Teaching Reading: Literacy Development for ECE
- EDUC 642. Content Area Reading: Literacy for MGE/SEC
- EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems
- EDUC 649. Writing Workshop

#### **B. Choice of One**

- EDUC 661. Developing, Organizing, and Coordinating School Reading Programs
- EDUC 663. Supervised Independent Study in Reading

#### **C. Choice of One**

- EDUC 654. Children's Literature
- EDUC 655. Young Adult Literature

## **Exit Criteria for the Master of Education Degree**

As exit criteria for the ECE, MGE, and Secondary M.Ed. program, each student will (with the approval of an advisor) select one of the following options:

- A. The student will successfully complete EDUC 698 Research Project and 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.

- B. The student will successfully complete EDUC 676 Candidacy for National Board Certification Teacher and will submit his/her candidacy materials to the National Board.

The exit criteria for the Reading M.Ed. program is successful completion of EDUC 662, Clinical Practicum in Reading.

## **SPECIALIST IN EDUCATION**

The Specialist in Education (Ed.S.) degree is awarded by the Tift College of Education in two fields: Early Childhood Education and Middle Grades Education. It is designed as an advanced degree program for education students who want to increase their instructional and leadership skills beyond the master's level of competence. This applied degree program seeks to achieve a proper balance between the experiences required for training a specialist and those required for development as a professional educator working with other educators. The objectives of the Ed.S. program are:

1. To increase the theoretical and practical knowledge of teachers in their specialized field of study.
2. To develop and strengthen the professional leadership skills and abilities of teachers.
3. To develop and strengthen the ability of teachers to apply research based knowledge to the classroom setting.

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 program.

All course work within the Tift College of Education 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.

### **General 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 27-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 three 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.

## **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 the teaching field in which he or she intends to pursue the Ed.S.
2. Have a 3.5 grade point average on all graduate work attempted.
3. Have completed three years of acceptable teaching experience.
4. Submit a test score less than six years old at the time of admission from one of the following options:
  - a. A score of 900 or above on the GRE Aptitude section (excluding the Analytical section).
  - b. A score of 47 or above on the Miller Analogies Test.
5. Two official copies of all transcripts.
6. A \$25 application fee.

All admission requirements must be met with required documents on file prior to registration for the first course. Applications (including 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

## **Academic Standards**

Candidates for the Specialist in Education degree must meet the following standards:

1. A cumulative grade point average of 3.5 or above on a 4.0 scale is required in all courses attempted to satisfy degree requirements.
2. No grade lower than a "B" may be used to satisfy degree requirements.

3. A course in which a student earns a “C+” or lower may be repeated only once. Up to 6 semester hours of courses for graduate credit may be repeated. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
4. All degree requirements must be completed within a six-year period.
5. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

## **Degree Requirements**

Students will be allowed to take courses at the 600 and 700 levels when appropriate. All such courses must be approved by the Ed.S. advisor. Program planning sheets are available in the College of Education office.

### **Early Childhood Education Requirements - 30 semester hours Professional Studies (15)**

#### **A. Required**

- EDUC 701. Advanced Research Seminar
- EDUC 702. Philosophy of Education
- EDUC 721. Leadership in Teaching
- EDUC 798. Specialist’s Field Problem *or*
- EDUC 776. Candidacy for National Board Certification Teacher (Ed.S.)

#### **B. Choice of One**

- EDUC 711. Advanced Learning Theory *or*
- EDUC 712. Advanced Personality Theory

### **Content and Related Studies (15)**

#### **A. EDUC 751. Issues in Early Childhood Education** (required of all students)

#### **B. Content Studies (Students will choose 12 hours from the classes below. Advisor approval is required.)**

##### **Communicative Arts**

- EDUC 628. Communicating Through Technology
- EDUC 643. Advanced Teaching of Language Arts: ECE
- EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems
- EDUC 649. Writing Workshop

##### **Mathematics**

- EDUC 665. Advanced Teaching of Mathematics: ECE
- EDUC 667. Calculator and Computer Use in Mathematics
- EDUC 668. Workshop in Mathematics Education (*or* EDMT 668)
- EDMT 601. Problem Solving in Mathematics
- EDMT 611. Theory of Arithmetic

**Science**

- EDUC 671. Advanced Teaching of Science: ECE
- EDUC 673. Investigative Science
- EDSC 611. Life Science for ECE
- EDSC 641. Geology for Teachers
- EDSC 642. Oceanography and Meteorology for Teachers
- EDSC 651. Physical Science for Teachers
- EDSC 699. Special Topics in Science

**Social Science**

- EDUC 618. Issues of Diversity
- EDUC 681. Advanced Teaching of Social Sciences: ECE
- EDUC 685. The Global Age: Issues and Alternatives

**C. Related Studies**

- EDUC 605. School Law
- EDUC 626. Creative Dimensions of Teaching
- EDUC 627. Integrating Technology into Education
- EDUC 629. Communicating Through the Arts
- EDUC 646. Methods of Teaching ESOL
- EDUC 648. Applied English Linguistics
- EDUC 775. Pre-Candidacy for National Board Certification (Ed.S.)
- EDUC 799. Special Topics

**Middle Grades Education****Requirements - 30 semester hours****Professional Studies (15)****A. Required**

- EDUC 701. Advanced Research Seminar
- EDUC 702. Philosophy of Education
- EDUC 721. Leadership in Teaching
- EDUC 798. Specialist's Field Problem
- EDUC 776. Candidacy for National Board Certification (Ed.S.)

**B. Choice of One**

- EDUC 711. Advanced Learning Theory
- EDUC 712. Advanced Personality Theory

**Content and Related Studies (15)****A. EDUC 761. Issues in Middle Level Education** - required of all students**B. Content Studies**

(Note: A student may select 12 hours from two or more areas or a concentration of 9 hours in one area and a 3 hour elective.)

**Language Arts**

- EDUC 642. Content Area Reading: Literacy Development for MGE/SEC
- EDUC 644. Advanced Teaching of Language Arts: MGE
- EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems
- EDUC 648. Applied English Linguistics (**or** EDEN 648)

- EDUC 649. Writing Workshop (**or** EDEN 649)
- EDUC 656. Teaching of a Major Literature Figure or Form (**or** EDEN 656)

### **Mathematics**

- EDUC 666. Advanced Teaching of Mathematics: MGE/SEC
- EDUC 667. Calculator and Computer Use in Mathematics
- EDUC 668. Workshop in Mathematics Education (**or** EDMT 668)
- EDMT 601. Problem Solving in Mathematics
- EDMT 611. Theory of Arithmetic
- EDMT 621. Algebra for the MGE/SEC Teacher
- EDMT 631. Geometry for the MGE/SEC Teacher
- EDMT 641. Discrete Mathematics for the MGE/SEC Teacher

### **Science**

- EDUC 672. Advanced Teaching of Science: MGE/SEC
- EDUC 673. Investigative Science
- EDSC 612. Life Science for MGE/SEC Teachers
- EDSC 631. Topics of Environmental Science
- EDSC 641. Geology for Teachers
- EDSC 642. Oceanography and Meteorology for Teachers
- EDSC 643. Astronomy for Teachers
- EDSC 651. Physical Science for Teachers
- EDSC 699. Special Topics in Science

### **Social Science**

- EDUC 618. Issues of Diversity
- EDUC 682. Advanced Teaching of Social Sciences: MGE/SEC
- EDUC 685. The Global Age: Issues and Alternatives
- EDSS 601. Physical & Cultural Geography
- EDSS 611. History of Georgia
- EDSS 621. State & Local Government
- EDSS 660. Cultural Anthropology

### **C. Related Studies**

- EDUC 605. School Law
- EDUC 626. Creative Dimensions of Teaching
- EDUC 627. Integrating Technology into Education
- EDUC 646. Methods of Teaching ESOL
- EDUC 775. Pre-Candidacy for National Board Certification (Ed.S.)
- EDUC 799. Special Topics

## **Exit Criteria for the Specialist in Education Degree**

As exit criteria for the Ed.S. program, each student will (with the approval of an advisor) select one of the following options:

- A. The student will successfully complete EDUC 798 Specialist's Field Problem and will make a formal presentation of research to students and faculty.
- B. The student will successfully complete EDUC 776 Candidacy for

National Board Certification Teacher and will submit his/her candidacy materials to the National Board.

## **Special Student Classification**

Students seeking re-certification, certification in an additional field, transient enrollment, or initial certification in a non-degree status will be assigned to the classification of “Special Student”. This classification allows students to enroll for graduate credit upon completion of the following admissions requirements:

1. Application
2. A \$25 application fee.
3. Transcripts (2 official copies of each)
4. Additional requirements as applicable:
  - a. Initial certification students: Undergraduate GPA of 2.5 or better.
  - b. Re-certification or add-on certification: Copy of letter from Professional Standards Commission or school system outlining the courses required for re-certification or for adding a field.
  - c. Transient students: Copy of a letter of transient permission from the degree granting college or university.

Non-degree students who are seeking initial certification must complete all of their certification requirements at Mercer with a B or better in all courses. All initial certification students must meet the Praxis I requirement and qualify for full admission to the Teacher Education Program prior to registration for their second term with Mercer and must pass the appropriate Praxis II prior to certification. Applications (including 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

## **Admission Status for Initial Certification Students**

### **Level I: Provisional Admission**

This is the first level of admission for the initial certification student at the post baccalaureate level. Post-baccalaureate students in the Atlanta Campus programs may take only EDUC 505/506/508, EDUC 526, and EDUC 583 and (with advisor approval) certain content concentration classes under provisional admission status. All other education courses require full admission status

### **Level II: Full Admission**

Full admission is required before a post-baccalaureate student can enroll in any education course other than EDUC 505/506/508, EDUC 526 and EDUC 583.



To be fully admitted, a student must

1. Meet all criteria for provisional admission (see above.)
2. Submit an application for candidacy in the semester prior to registering for any education courses other than EDUC 505/506/508, EDUC 526, EDUC 583, and certain approved content classes.
3. Have earned a grade of B or higher in all education courses.
4. Have met the Praxis I criteria or waiver options. Students may be exempt from the Praxis I if they provide official documentation for qualifying scores on the SAT, GRE, or ACT. Required passing scores are listed in the Teacher Education Handbook and at gapsc.com.

## **Progression Policy**

In order for a student to continue in the Teacher Education Program and to register for any education course other than EDUC 505/506/508, EDUC 526, EDUC 583, he/she

1. Must meet and maintain all requirements for Full Admission to the Teacher Education Program.
2. Must earn a B or higher in all education courses.
3. Must successfully complete all education courses. A student who receives a grade of "C" in more than two education courses will be dismissed from the Teacher Education Program.
4. May repeat only two education courses. A teacher education course may be repeated only one time.
5. Must have positive recommendations from each field experience in order to advance in the sequence of required field experiences. Field experience placements must meet all diversity of placement criteria.

## **Level III: Candidate for Certification**

Admission to Level III is required prior to official recommendation by the Tift College of Education for teacher certification. The student must:

1. Successfully meet all Level II criteria and Progression Policy criteria.
2. Have a positive recommendation from student teaching or internship.
3. Have passed the appropriate Praxis II test(s) and have submitted scores to the Office of Field Placement and Certification.
4. Meet all state requirements for certification.

## **Academic Standards for Non-degree Students**

Students in the non-degree initial certification program must earn a "B" or better in all classes required for certification. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer. No credit is awarded for classes in which a grade below "C" is assigned.

If a student's cumulative graduate GPA falls below 3.0, the student will be placed in a probationary standing until he/she raises the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. If the semester average falls below 2.0

("C"), the student's case will be reviewed by the Department Chair and the graduate faculty and, without extenuating circumstances, the student will be dismissed from the graduate teacher education program.

## **Time Limits for Initial Certification Students**

Students who are admitted to a non-degree initial certification program will be provided with a program of study designed to lead toward initial certification. The program of study will be valid for a period of three years from the time of admission. Students who do not complete an initial certification program within three years from the time of admission will have their programs re-evaluated and will be expected to meet any additional requirements in place at the time of the re-evaluation. In addition, initial certification students may be subject to changes in certification rules or standards set by the Georgia Professional Standards Commission. For example, as the Georgia PSC increases the minimum scores acceptable on the Praxis I and II, students who have not yet passed those tests will have to meet the new higher standards. Therefore, it is in the best interest of each student to complete his/her certification program in a timely manner. Students can refer to the Georgia PSC web page at [gapsc.com](http://gapsc.com) for information on certification rules, test score criteria, etc.

Initial certification 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.

## **Advisement and Course Scheduling**

Course schedules are available from the Tift College of Education offices and at [mercer.edu](http://mercer.edu). The College will provide courses to meet program requirements within a minimum of two calendar years from the time that 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.

## **Add-on Certification**

Students interested in adding other fields to a current certificate should see their advisor. In most cases, it is recommended that the student contact the Georgia Professional Standards Commission for information on requirements for adding a field to a current certificate.

## **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 Chair or a designated representative. Each appeal will be reviewed and decided upon by the graduate faculty in regular business session. Admission to a certification program does not guarantee placement for student teaching. In addition, admission does not ensure satisfactory completion of the program selected nor recommendation for certification.

## **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.

## **National Board Certification Option**

With the permission of an advisor, two classes designed to prepare teachers to apply for National Board Certification are available to students who hold a valid Georgia teaching certificate, who have at least three years of appropriate classroom teaching experience, and who meet the other minimum criteria for National Board Certification. These classes are EDUC 675 and EDUC 676 (for those holding T-4 or above level certification) and EDUC 775 and EDUC 776 (for those holding T-5 certification and enrolled in Mercer's Ed.S. program). Permission to enroll in these classes and successful completion of the classes in no way guarantees that the teacher will receive the National Board Certification. The responsibility for securing the funding to apply for National Certification and for meeting the standards for the certificate rests solely with the candidate. Options within the M.Ed. and Ed.S. programs will allow degree seeking students to take EDUC 675/775 as an elective and EDUC 676/776 in lieu of EDUC 698/798. (See M.Ed. and Ed.S. program plans for details.) Non-degree and transient students may also apply to take the classes.

## **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 graduate students may participate if they meet both of the following conditions:

1. If they are within six hours or less of completing all degree requirements.
2. If they meet the minimum GPA requirements for the degree.

## COURSE DESCRIPTIONS

NOTE: Course Requirements may include Field Experiences.

### EDUCATION (EDUC)

NOTE: Courses with a 500 level prefix are for post-baccalaureate initial-certification only and do not apply toward a degree.

#### **505. Planning, Organizing and Evaluating in ECE (3 hours)**

This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in early childhood, including the range of developmentally appropriate practices, activities, and materials for grades P-5. Students will learn and implement methods of evaluation, authentic assessment, and portfolio assessment. [NOTE: This class is a prerequisite for all 600 level ECE methods classes for initial certification students.]

#### **506. Nature and Needs of the Middle Grades Learner (3 hours)**

The course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in the middle school. Attention will be given to an examination of middle schools, the development of the middle school concept, and topics considered necessary for effective middle school operation. [NOTE: This class is a prerequisite for all 600 level MGE methods classes for initial certification students.]

#### **508. Planning, Organizing and Evaluation in SEC Education (3 hours)**

The focus will be the study and application of the basic techniques for planning, organizing, and assessing instruction in the secondary and P-12 classrooms. [NOTE: This class is a prerequisite for all 600 level secondary methods classes for initial certification students.]

#### **526. Foundations of Education (3 hours)**

This course is an introduction to teaching and will include an examination of current education issues. The study of historical, philosophical, and sociological influences on contemporary education, including federal and state policy and law and international education, will enable students to think and write about educational issues. [NOTE: This class must be taken within the first two semesters of enrollment by initial certification students.]

#### **583. Introduction to Special Education (3 hours)**

This course presents a survey of the characteristics and process of identification of students with various disabilities. An overview of basic instructional strategies for teaching disabled students in the regular classroom setting will be provided. This course satisfies the requirement for Georgia certification.

#### **585. Professional Practicum (3 hours)**

This course provides a public school teaching experience during the term prior to student teaching. Students will be assigned to diverse public schools for a minimum of 60 clock hours during the semester. Each student will be expected to observe, assist, and teach in major subject areas under the guidance of the cooperating teacher and the college supervisor and to attend seminars. Applications are due by the posted deadlines. (NOTE: Students who plan to stu-

dent teach during the fall semester will be allowed to complete the practicum during the spring semester prior to student teaching.) Special Fee.

### **592. Student Teaching (9 hours)**

Prerequisite: Successful completion of all required certification courses with a "B" or better; a passing score on the appropriate certification test.

Application required by the posted deadline. This course provides a 12 week full-day teaching experience in a diverse public school. Student teachers will participate in classroom observation and teaching, planning and evaluation conferences, and other school related experiences with guidance provided by the cooperating teacher and the college supervisor. Student teachers will gradually assume responsibility for working with individuals and groups and will teach full-time for a minimum of three weeks. Required seminars will be held in conjunction with these experiences and will address a variety of topics. Special Fee.

### **596. Internship in Student Teaching (9 hours total over two semesters)**

Prerequisites: Full admission status in the post-bac initial certification program; documentation of a provisional certificate and a contract for current employment for a full time position appropriate for the certificate area; recommendation by the Chair; and completion of all required application materials.

This internship is designed for those students who are employed in a public school setting on a provisional teaching certificate who need to earn credit for student teaching in order to complete the requirements for recommendation for full certification. The internship is a two sequential semester experience. Full details for this internship may be found in the Teacher Education Handbook (Post-Bac Programs). (Variable credit over two semesters.) Special Fee

### **597. A/B Internship in Student Teaching (9 hours total over two semesters)**

Prerequisites: Full admission status in the post-bac initial certification program; documentation of a provisional certificate and a contract for current employment for a full time position appropriate for the certificate area; recommendation by the Chair; and completion of all required application materials.

This internship is designed for those students who have not completed course requirements but who are employed in a public school setting on a provisional teaching certificate and who need to earn credit for student teaching in order to complete the requirements for recommendation for full certification. This internship is a two semester experience that allows the student to begin the supervised internship in a semester free of coursework, to take the required coursework in additional semesters as required, and to complete the internship upon completion of all coursework. Full details for this internship may be found in the Teacher Education Handbook (Post-Bac Programs). (Variable credit over two semesters.) Special Fee

### **602. School Philosophy, Structures, and Programs (3 hours)**

This introductory course focuses on the application of the most relevant philosophies of education to the aims, curriculum, and methods of primary, middle, and secondary education. Also, this course is designed to aid in enhancing analytical skills and critical perspectives.

**605. School Law (3 hours)**

This course provides a concise treatment of relevant school law topics for classroom teachers. The concepts and principles that provide the legal framework of education will be discussed and recent court decisions that affect educational decision making will be reviewed.

**611. Child Development (3 hours)**

A study of the principles of growth and development from the age of 0 to 10. The course includes consideration of physical maturation, cognitive development, language development, personality development, and social development.

**612. Adolescent Development (3 hours)**

An analysis of the changes that take place between the ages of 10 and 20. Topics covered will include physical maturation, cognitive development, personality development, and social development. Special consideration will be given to the unique problems associated with this period.

**614. Educational Psychology (3 hours)**

The aim of this course is to study psychological principles of human behavior and the relationship of growth and development to the learning process. Motivation, readiness, transfer, and learning, individual differences, classroom management, and other topics related to teaching and learning are studied. This course will include both the cognitive and affective dimensions of learning.

**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.

**621. Curriculum and Instruction: Early Childhood (3 hours)**

An in-depth exploration of the cognitive, affective, and psychomotor growth of elementary-aged children, as well as appropriate curriculum and instructional strategies for meeting their needs.

**622. Curriculum and Instruction: Middle Grades (3 hours)**

An in-depth exploration of the cognitive, affective, and psychomotor growth of the young adolescent as well as appropriate curriculum (common core, exploratory, interdisciplinary, etc.) and instructional strategies (direct, cooperative, inductive teaching models, etc.) for meeting the middle grades student's needs.

**623. Curriculum and Instruction: Secondary (3 hours)**

An in-depth exploration of the cognitive, affective, and psychomotor growth of the adolescent as well as appropriate curriculum and instructional strategies for meeting the secondary student's needs.

**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.

**626. Creative Dimensions of Teaching (3 hours)**

Content emphasis is designed to aid the teacher of children in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative thinking skills, problem-solving skills, and thoughtful decision-making for lifelong learning.

**627. Integrating Technology into Education (3 hours)**

This course is designed for P-12 teachers who desire an understanding of how to integrate technology into the curriculum. Emphasis is given to the knowledge and use of current technologies, evaluation and use of instructional software, and resources available.

**628. Communicating Through Technology (3 hours)**

The students explore multimedia through computer technology with an emphasis upon its integration within the learning environment. Intermediate-level technology techniques are developed through the use of multimedia software, as well as resources available on the Internet. Multimedia authoring software, as well as presentation programs, are explored.

**629. Communicating Through the Arts (3 hours)**

Providing a link between theory and practice, the course will emphasize the process of creativity in the arts and broaden the understanding of how young children acquire knowledge and skills when actively engaged in the creative arts process. Music and movement, the visual arts, imagery, creative dramatics, sculpture, and literature will be identified as different forms and modes of expression.

**630. Educational Assessment (3 hours)**

This course is designed to acquaint teachers with the basic principles of assessing learning. The emphasis will be on developments, applications, interpretations, and implications of a variety of assessment techniques and instruments.

**636. Classroom Management for ECE (3 hours)**

This course is intended to increase behavior management skills for classroom teachers and other educators who interact with students. Theories of behavior management and discipline are reviewed. Numerous examples of effective as well as ineffective behavior management models and practices are presented and discussed. Practical application that is especially relevant for teachers of young children is emphasized. Students are expected to develop and implement classroom management programs of their own.

**637. Classroom Management for MGE/SEC (3 hours)**

This course will provide the student with the theory, knowledge, and strategies for classroom management, focusing on: organizing the classroom, rules and procedures, and students behavior in three areas: general, problems, and special groups. Numerous examples of effective as well as ineffective behavior management models and practices are presented and discussed. Practical application that is especially relevant for middle and secondary level teachers is emphasized, as students are expected to develop and implement class management programs of their own.

**641. Teaching Reading: Literacy Development for ECE (3 hours)**

This course will be a comprehensive study of major factors in teaching literacy from emerging readers through the fluency stage. A careful study of the reading process, along with appropriate strategies for teaching at various stages of development will be stressed. Ways to teach and assess the English Language Arts standards will be explored.

**642. Content Area Reading and Writing:  
Literacy Development for MGE/SEC (3 hours)**

This course will focus on the development, use, and evaluation of language, concepts (specialized vocabulary), and critical thinking while reading text and writing to enhance learning. Attention will be given to the use of metacognition strategies, including visual tools, so that all students can become engaged and active literacy learners.

**643. Advanced Teaching of Language Arts: ECE (3 hours)**

This course will extend and strengthen the knowledge of elementary teachers in examining research and problems and developing strategies for teaching language as an integrative process. Attention will be given to assessing and adjusting instruction to meet the needs of all students, including those with exceptionalities, disabilities, and cultural diversities.

**644. Advanced Teaching of Language Arts: MGE (3 hours)**

This course will extend and strengthen the knowledge of middle grades teachers in examining research and problems and developing strategies for teaching language as an integrative process. Attention will be given to assessing and adjusting instruction to meet the needs of all students, including those with exceptionalities, disabilities, and cultural diversities.

**645. Advanced Teaching of English (3 hours)**

A second level of study of English in secondary schools including an in-depth investigation of and recent research on the writing about and reading of literature, means of assessments and the standards for the English/Language Arts guide for improved pedagogy.

**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.

**647. Preventing, Diagnosing, and Correcting Literacy  
Problems (3 hours)**

Prerequisite: EDUC 641 or 642.

Problems This course provides ways to prevent, diagnose, and correct problems students have as literacy learners. Specific diagnostic tools, corrective techniques, preventive measures, and ways to interpret and synthesize information gathered will be examined.



**648. Applied English Linguistics (3 hours)**

*(Cross-listed as EDEN 648)*

This course includes the study of phonetics, morphology, structural linguistics, and transformational grammar. It is intended to acquaint students with modern linguistic theorists, insightful practitioners, and the relationship between linguistic theory and its practical application in the classroom.

**649. Writing Workshop (3 hours)**

*(Cross-listed as EDEN 649)*

The focus of this workshop is to provide teachers with an understanding of the writing process and its implementation and management in the classroom. Students will be involved in numerous types of writing exercises and will create writing assignments to meet curriculum and instructional needs of students.

**654. Children's Literature (3 hours)**

An examination of the classics and contemporary literature for children in grades P-5. Contemporary criticism of the literature from fields as diverse as anthropology, education, developmental psychology and contemporary literary criticism are discussed. A transactional approach for teaching children's literature is explored.

**655. Young Adult Literature (3 hours)**

*(Cross-listed as EDEN 655)*

This course consists of a survey of young adult literature for middle and secondary students. Emphasis will be placed on using young adult literature as a bridge to traditional literature to help create life-long readers. Related issues and concerns surrounding the use of young adult literature will be addressed.

**656. The Teaching of a Major Literature Figure or Form (3 hours)**

*(Cross-listed as EDEN 656)*

This course is concerned with a major figure or form in British or American literature. The course focuses on approaches to the writer or form and methods of teaching such subjects in the middle grades and secondary classroom. (May be taken more than once with different figures or forms.)

**661. Developing, Organizing, and Coordinating School Reading Programs (3 hours)**

Prerequisites: EDUC 641/642 and 647.

This course will require students to study, plan, organize, implement, and evaluate effective school reading programs. The coordination of special reading programs with regular programs will be examined along with making connections with the home and broader community.

**662. Clinical Practicum (3 hours)**

Prerequisite: EDUC 690 and either EDUC 661 or EDUC 663.

This course is a supervised Practicum in which the student in a field setting applies knowledge of research and practice in reading. The student will prepare a formal research based project report which will include detailed case studies. Special Fee.

**663. Supervised Independent Study in Literacy (3 hours)**

Prerequisite: Consent of Advisor.

This class is intended to provide the student with the opportunity to do research

in an area of special interest under the supervision of the instructor. A written proposal must be submitted for approval by the instructor prior to enrolling in class.

**665. Advanced Teaching of Mathematics: ECE (3 hours)**

This course provides an in-depth concentration on selected topics that are included in the early childhood/elementary curricula. Included are reflective thinking as related to the elementary mathematics classroom; application and problem solving; number, number systems, and number sense; error pattern diagnosis; algebraic concepts; measurement; spatial visualization; informal and formal geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and relative NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics.

**666. Advanced Teaching of Mathematics MGE/SEC (3 hours)**

This course provides an in-depth concentration on selected topics that are included in the middle and secondary curricula. Included are reflective thinking as related to the mathematics classroom; application and problem solving; error pattern diagnosis; pre-algebra; algebra; geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and relative NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics.

**667. Calculator and Computer Use in Mathematics:  
ECE/MGE/SEC (3 hours)**

Methods for using the calculator and computer to introduce, review, and evaluate mathematics concepts, skills, processes, and application and to enhance the middle grades and secondary mathematics curriculum. Topics include the selection and utilization of calculators, commercial software, spreadsheets, graphics packages, programming languages, and relative NCTM standards.

**668. Workshop in Mathematics Education (1-3 hours)**  
*(Cross-listed as EDMT 668)*

The content of these workshops are determined by the needs and demands of the students and by current and emerging topics and trends in mathematics education. Related NCTM Standards are addressed as appropriate. (Hours to be determined. A maximum of 6 semester hours is allowed.)

**671. Advanced Teaching of Science: ECE (3 hours)**

A second level of the study of science and health education in the early childhood grades, including in-depth investigation of concepts of science, current science programs, instructional methods, and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into exceptionalities, disabilities, and cultural diversities will be modeled through focus on the National Science Standards.

**672. Advanced Teaching of Science: MGE/SEC (3 hours)**

A second level of study of science and health in the middle grades and secondary school including in-depth investigation of concepts of science, current sci-

ence programs, instructional skills and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards will be modeled.

**673. Investigative Science (3 hours)**

A course designed for teachers with the purpose of enhancing science knowledge and process skills. The content of the course will consider basic principles of earth, life, and physical sciences within the context of the investigative nature of science. Special emphasis will be placed on integrated process skills and scientific attitudes.

**675. Pre-Candidacy for National Board Certified Teacher (M.Ed.) (3 hours)**

This course is designed for professional educators who plan to participate in the National Board for Professional Teaching Standards process. Emphasis will be placed upon preparing educators to assess their practice using the rigorous guidelines of the NBPTS process. Participants will have an opportunity to collaborate with other educators while reflecting upon their own experiences as classroom teachers. (Approval of advisor is required.)

**676. Candidacy for National Board Certified Teacher (M.Ed.) (3 hours)**

(Prerequisite: EDUC 675 and approval of advisor.)

Using nationally recognized standards as benchmarks for accomplished teaching, educators will reflect upon their own teaching practices. Participants will collaborate with other educators to make a significant impact on teaching and learning in the professional community. This course will provide valuable insight and guidance for educators seeking National Board Certification. Criteria for successful completion of the course will include submission of application materials to the National Board.

**681. Advanced Teaching of Social Science: ECE (3 hours)**

An advanced course in which selected topics of current interest in social studies education are explored in depth. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, are modeled through focus on the National Curriculum Standards for Social Studies.

**682. Advanced Teaching of Social Science: MGE/SEC (3 hours)**

The purpose of this course is to provide an understanding of curriculum, methods, media, technology, and materials appropriate for teaching the social sciences. Emphasis will be placed on knowledge of available professional sources and on developing instructional materials for all students, including those who are exceptional, disabled, and culturally diverse.

**685. The Global Age (3 hours)**

Investigation of major economic, political and cultural global issues, their inter-relatedness and implications for education. Issues include the organization, functions, and urbanization, changing family patterns, peace and disarmament, ecological problems, human and civil rights.

**686. Graduate Teaching Practicum (3 hours)**

Prerequisites: Documentation of PSC evaluation that this course is required for adding the teaching field; full admission to the Department as a non-degree student; application for the field placement by the posted deadline for each term; successful completion with a “B” or better within the Department of other education courses listed in the PSC evaluation as required for adding the field; and approval by the Department Chair and/or Associate Dean for Graduate Programs. **[Credit for this course cannot be applied toward a degree.]**

This course is designed for those students who are seeking to add a teaching field to a current or expired certificate. Requirements include a minimum of 60 hours of observation and supervised participation in a public school classroom in the appropriate grade level and/or subject area. The practicum student will be supervised and evaluated by the certified cooperating classroom teacher and by the college supervisor. Specific requirements will vary based upon the professional experience and needs of the student. Special fee.

**690. Introduction to Educational Research (Fall only) (3 hours)**

Prerequisite: Eligibility for T-4 certification in the appropriate field.

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.

**698. Research Project in Education (Spring only) (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.

**699. Special Topics in Education (1-3 hours)**

Prerequisite: Consent of Advisor.

A study of specific topics in education which meet the needs of graduate students in the Master of Education program. This course is usually done as a directed individual study that will include special projects. (Can be repeated for a maximum of 6 hours with consent of advisor.)

**701. Advanced Research Seminar (Alternate years/fall) (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 research literature on teaching. Students will be required to prepare a review of the literature for a selected research focus and develop ways to apply that research to their own teaching practices.

**702. Philosophy of Education (3 hours)**

A study of some historically influential philosophies of education with a special emphasis given to idealism, realism, pragmatism, and existentialism.

**711. Advanced Learning Theory (3 hours)**

The purposes of this course are to study the major theories of learning and to examine the relationship that exists between these theories and educational

practice. This course is designed specifically for the student who has not taken a graduate level educational psychology course.

**712. Advanced Personality Theory (3 hours)**

Prerequisite: A graduate educational psychology course.

The purpose of this course is to study the social and personality dimensions of development in school age children. Emphasis will be given to parenting styles, sibling and peer relationships and the development of self, sex roles, and moral development.

**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 leadership behavior, styles of leadership, decision making, communication, educational change and teacher as mentor.

**751. Issues in Early Childhood Education (3 hours)**

This course is an exploration of the role of the Early Childhood Teacher with emphasis upon current issues, trends, and research relevant to effective early childhood level curriculum and instructional practices. Students will be expected to demonstrate effective curriculum and instructional practices by presenting at a state/national conference or by conducting a workshop for teachers.

**761. Issues in Middle Level Education (3 hours)**

This course is an exploration of the role of the middle school teacher with emphasis upon current issues, trends, and research relevant to effective middle level curriculum and instructional practices. Students will be expected to demonstrate effective curriculum and instructional practices by presenting at a state/national conference or conducting a workshop for teachers.

**775. Pre-Candidacy for National Board Certified Teacher (Ed.S.) (3 hours)**

This course is designed for professional educators who plan to participate in the National Board for Professional Teaching Standards process. Emphasis will be placed upon preparing educators to assess their practice using the rigorous guidelines of the NBPTS process. Participants will have an opportunity to collaborate with other educators while reflecting upon their own experiences as classroom teachers. (Approval of advisor required.)

**776. Candidacy for National Board Certified Teacher (Ed.S.) (3 hours)**

(Prerequisite: EDUC 775 and approval of advisor.)

Using nationally recognized standards as benchmarks for accomplished teaching, educators will reflect upon their own teaching practices. Participants will collaborate with other educators to make a significant impact on teaching and learning in the professional community. This course will provide valuable insight and guidance for educators seeking National Board Certification. Criteria for successful completion of the course will include submission of application materials to the National Board.

**798. Specialist's Field Problem (Alternate years/spring) (3 hours)**

Prerequisite: EDUC 701.

This course will provide an opportunity for candidates for the Ed.S. degree to

select a significant educational problem related to the development of critical thinking skills and problem-solving abilities of early childhood or middle grades students, to study that problem in a field setting, and to present the findings in a scholarly report under the guidance and supervision of a qualified graduate faculty member.

**799. Special Topics in Education (3 hours)**

Prerequisite: Consent of Advisor.

A study of specific topics in education which meet the needs of graduate students in the Specialist in Education program. This course is usually done as a directed individual study that will include special projects. (Can be repeated for a maximum of 6 hours with consent of advisor.)

## **ENGLISH (EDEN)**

**648. Applied English Linguistics (3 hours)**

*(Cross-listed as EDUC 648)*

This course includes the study of phonetics, morphology, structural linguistics, and transformational grammar. It is intended to acquaint students with modern linguistic theorists, insightful practitioners, and the relationship between linguistic theory and its practical application in the classroom.

**649. Writing Workshop (3 hours)**

*(Cross-listed as EDUC 649)*

The focus of this workshop is to provide teachers with an understanding of the writing process and its implementation and management in the classroom. Students will be involved in numerous types of writing exercises and will create writing assignments to meet curriculum and instructional needs of students.

**655. Young Adult Literature (3 hours)**

*(Cross-listed as EDUC 655)*

This course consists of a survey of young adult literature for middle and secondary students. Emphasis will be placed on using young adult literature as a bridge to traditional literature to help create life-long readers. Related issues and concerns surrounding the use of young adult literature will be addressed.

**656. The Teaching of a Major Literature Figure or Form (3 hours)**

*(Cross-listed as EDUC 656)*

This course is concerned with a major figure or form in British or American literature. The course focuses on approaches to the writer or form and methods of teaching such subjects in the middle grades and secondary classroom. (May be taken more than once with different figures or forms.)

## **MATHEMATICS (EDMT)**

**601. Problem Solving in Mathematics: ECE/MGE/SEC (3 hours)**

This course includes foundations of mathematics - sets, symbolic logic, and the deductive method. It also provides fundamentals of algebra, geometry, real analysis, and number theory through the use of problems involving logic, number theory, spatial perception, geometric formulas, linear equations and equalities, and through the use of games.

**611. Theory of Arithmetic (3 hours)**

Designed for teachers of mathematics in grades 4-12, this course focuses on a concentrated study of number theory that provides the foundation of arithmetic through the use of problem solving and modeling.

**621. Algebra for the MGE/SEC Teacher (3 hours)**

This course is designed to enhance the teaching of prealgebra and algebra in the middle and secondary grades by focusing on numeral and number systems, sets, relations, linear equations and inequalities, systems of linear equations in two variables, the study of polynomials in one and two variables, selected topics related to the history of mathematics, issues related to curriculum design and methods for conveying these concepts to students, and related NCTM Standards.

**631. Geometry for the MGE/SEC Teacher (3 hours)**

This course is designed to enhance the teaching of geometry in the middle and secondary grades by focusing on the basic concepts of Euclidean geometry, methods of conveying these concepts to students, and related NCTM Standards.

**641. Discrete Mathematics for the MGE/SEC Teacher (3 hours)**

This is a study of discrete mathematics with emphasis on finite sets, matrices, combinations, permutations, application in probability and statistics, problem solving, issues relevant to curricular design and methods of conveying these concepts to students, and related NCTM Standards.

**668. Workshop in Mathematics Education (3 hours)**

*(Cross-listed as EDUC 668)*

The content of these workshops are determined by the needs and demands of the students and by current and emerging topics and trends in mathematics education. Related NCTM Standards are addressed as appropriate. (Hours to be determined. A minimum of 6 semester hours is allowed.)

## **NATURAL SCIENCES (EDSC)**

**611. Life Science for ECE (3 hours)**

An introductory survey covering such topics as cell biology, bioenergetics, ecology and the anatomy and physiology of major groups of organisms. This course is designed for students with limited science background. An integrated lecture laboratory course.

**612. Life Science for Middle and Secondary Teachers (3 hours)**

A survey of life science for science teachers that reviews basic biology and focuses on those areas in which recent advances have added to our knowledge. An integrated lecture-laboratory course.

**631. Topics of Environmental Science (3 hours)**

This course is designed for science teachers to examine the relationship of humans to their physical environment. Basic concepts are drawn from such diverse areas as ecology, chemistry, geology, public health, meteorology, physics, ethics, economics, and political science.

**641. Geology for Teachers (3 hours)**

The essentials of physical and historical geology designed to acquaint the student with how the scientific method of investigation is used to explain the natural aspects of planet earth, its origin, and its development through time. An integrated lecture-laboratory course.

**642. Oceanography and Meteorology for Teachers (3 hours)**

A study of the physical, biological, and chemical aspects of oceanography, and the physical laws and relationships involved in the atmospheric processes responsible for weather and climate. An integrated lecture-laboratory course.

**643. Astronomy for Teachers (3 hours)**

This course examines the history, conceptual foundations, and tools and techniques of astronomy. Planetary astronomy involving the Solar System; stellar astronomy, including the life cycle of stars, galactic astronomy and cosmology are discussed. An integrated lecture-laboratory course.

**651. Physical Science for Teachers (3 hours)**

This course is designed for practicing elementary and middle school teachers who have had little or no experience in the physical sciences. It focuses on the philosophy, processes, and methodology of physical science through the use of integrated laboratory experimentation, lectures enhanced by hands-on type demonstrations, field work and computer-aided instruction techniques. Cost effective conceptual modeling that can be utilized in the classroom is developed.

**699. Special Topics in Science (1-3 hours)**

Prerequisite: Consent of advisor.

A study of specific topics in science for students in the M.E.d. and Ed.S. programs. This course is not offered as an independent study. (Can be repeated for a maximum of 6 hours with the consent of the advisor.)

## **SOCIAL SCIENCES (EDSS)**

**601. Physical and Cultural Geography (3 hours)**

The principle topics of study concern the physical and cultural environments, including climate, land forms, soil, minerals and other resources, space relationships, and maps.

**611. History of Georgia (3 hours)**

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

**621. State and Local Government (3 hours)**

Intergovernmental relations in the federal system, and the organization, functions, and politics of state and local governments are studied.

**660. Cultural Anthropology (3 hours)**

An analysis of the culture areas of the world with in-depth studies of cultures within each of these areas, including the way the cultures were before contact with western civilization and the effect of this contact on the cultures.



# The College of Continuing and Professional Studies

## Faculty

Thomas E. Kail, Ph.D., *Associate Provost/Dean/Professor*

Arthur Williams, Ph.D., *Chair, Department of Counseling and Human Sciences*

W. David Lane, Laurie Lankin, Billy Slaton and Arthur J. Williams, *Associate Professors*

Kevin Wickes, *Assistant Professor*

## MASTER OF SCIENCE IN COMMUNITY COUNSELING DEGREE

### Community Counseling Program

#### Dr. David Lane, Program Coordinator

The Master of Science in Community Counseling is designed to prepare students to function as counselors in a variety of community settings including but not limited to mental health centers, community agencies, hospitals, residential treatment centers, corrections, other helping or human services oriented programs, or private practice. Private practice and many counseling occupations require that an individual be licensed as a Professional Counselor. The Community Counseling degree is designed to academically prepare the student for licensing as a Professional Counselor in the State of Georgia. In addition to academic preparation, the license as Professional Counselor requires successful completion of the state licensing exam and additional years of post graduate counseling experience and supervision.

Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress of each person being served. The counselor is prepared to:

1. work individually with clients on educational, vocational, social, emotional or personal problems;
2. work with groups of clients on educational, vocational, social, emotional or personal problems;
3. consult with other professionals and administrators concerning the clients' developmental needs;
4. participate in psychological assessment programs, including the interpretation of test results;
5. provide information and understanding to clients in the areas of educational, social, or vocational planning;
6. conduct and facilitate local research efforts.

Because of the nature of Professional Counseling and Psychotherapy, Counselor Educators have an ethical responsibility to screen from the field

those students who for one reason or another appear unable to perform the responsibilities of a counselor. To that end, evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practica, and internship classes.

A student may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the counseling program faculty, in jeopardy as a result of the student's behavior or performance. In addition, the student must complete the Introduction to community counseling course ( COUN 602) with a grade of "B" or better. A grade other than "A," "B+," or "B" requires repetition of the introductory course. When repetition of the introductory course is necessary, no other counseling or education course work may be taken concurrently. The course in interpersonal and helping skills (COUN 606) and the course in group counseling (COUN 605) (the laboratory courses) also require a grade of "B" or better for continuation in the program. A grade lower than "B" in any of the laboratory course work requires repetition of the course or courses. As with the introductory course, no other counseling or education course work may be taken concurrently while repeating a laboratory course.

### **Admission to the Master of Science in Community Counseling Program**

All persons who wish to enter the program must file a formal application for admission to graduate studies. The application should be sent to the Community Counseling Program Coordinator, 3001 Mercer University Drive, Atlanta GA 30341. Minimum academic admission requirements for the Master's degree in community counseling are as follows:

1. Students must have earned an undergraduate degree from a regionally accredited college or university.
2. Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
3. Students must present a minimum score of 800 on the GRE (excluding the analytical section) or 41 on the Millers Analogies Test.
4. Students must submit a hand-written autobiography including career goals.
5. Students seeking admission to the Community Counseling program must attend an interview by the departmental admissions committee as the final step for admission.
6. Students must submit two official transcripts of all college work attempted.
7. Students must submit a \$25 application fee (non-refundable).

### **Provisional Admission**

If the applicant does not meet either the minimum GPA or the minimum test score, the admissions committee may grant admission for up to two semesters

only on a provisional basis. Provisional admission decisions will be made on a case by case basis and may be granted in the case of some documented extenuating circumstance. Provisionally admitted students will be allowed to register for a maximum of two courses per semester (selected by the department). Students who have not met the criteria for full admission by the end of the second semester may appeal to the Admissions Committee for consideration for full admission status.

## **Application Deadlines**

Applications are accepted at any time, but students are admitted to the Counseling program only twice annually, for the fall and spring semesters. In order to be considered for admission for a particular semester, applications and all supporting materials must be received by the following dates:

July 1 for Fall admission  
November 1 for Spring Admission.

**All application materials must be received by the deadline for consideration in the admission process.**

## **Academic Standards**

Students in the Community Counseling 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. Only two grades of "C/C+" may be applied to the degree. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status until he/she raises the average to 3.0. A student who is on academic probation is limited to one course per semester until the average has been raised to 3.0. A student who has two grades of "C/C+" may be placed on probationary status. If the semester average falls below 2.0 ("C"), the student's case will be reviewed by the Department Chair and graduate faculty and, without extenuating circumstances, the student will be dismissed from the graduate counseling program.

## **Limitation in Completion of Requirements**

A student in a master's program must complete all requirements within a six-year period. Time limits shall be computed from 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.

## **Grade Appeals Policy**

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. If satisfaction is not achieved, the student

may then wish to submit an appeal to the Academic Standards/Grade Appeals Committee. Grade appeals must be submitted in writing within thirty days after the grade has been issued by contacting the Assistant Dean.

## **Course Load**

Full-time status in the program is considered to be nine credit hours. Students may attend on a part-time basis. In order to qualify for financial aid, a graduate student must be fully admitted and must enroll in a minimum of six hours. Requests for overloads beyond 9 hours must be approved by the Community Counseling Program Coordinator. Students may enroll in a part time status by taking fewer than nine semester hours.

## **Transient Status**

A student who is currently admitted to full graduate standing in a degree program in another institution may be admitted by submitting the application forms, the application fee, and a letter of transient permission from his/her home institution in lieu of transcripts.

## **General Requirements for the Degree**

The minimum credit requirements for the Master of Science degree in Community Counseling are 48 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

There are certain conditions which must be met to transfer regular graduate credit to Mercer's graduate program. 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, approved by the Mercer advisor, leading to a degree equivalent to the degree of Master of Science at Mercer. The maximum amount of transferred credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Community Counseling degree.

## **Degree Requirements - 48 semester hours**

### **Professional Studies (24 credit hours)**

#### **A. Required**

- COUN 602. Introduction to Community Counseling
- COUN 609. Practicum (3 hours)
- COUN 610. Internship (6 hours)
- COUN 621. Research and Program Evaluation
- COUN 613. Cultural Perspectives in Counseling
- COUN 614. Life Span Development
- COUN 618. Ethics and Professional Issues

## **Content and Related Studies**

#### **A. Required (15 credit hours)**

- COUN 601. Career and Vocational Guidance

- COUN 605. Group Techniques and Procedures
- COUN 606. Psychological Helping Skills I
- COUN 612. Counseling Theory
- COUN 617. Individual Analysis and Testing

**B. Electives (9 credit hours)**

- COUN 603. Directed Independent Study
- COUN 604. Psychopathology
- COUN 607. Gender Issues in Counseling
- COUN 608. Psychological Aspects of Substance Abuse
- COUN 611. Special Topics in Counseling
- COUN 615. Psychological Helping Skills II
- COUN 616. Psychological Helping Skills III

**Counseling Comprehensive Exit Exam**

The Community Counseling program uses the Counselor Preparation Comprehensive Examination (CPCE) to assess students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE covers the eight common core areas as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Preparation. These common core areas and the relevant Mercer courses are:

- A. Human growth and development (COUN 614. Life Span Development)
- B. Social and cultural foundations (COUN 602. Introduction to Community Counseling and COUN 613. Cultural Perspectives in Counseling)
- C. Helping relationships (COUN 606. Systematic Psychological Helping Skills and COUN 612. Counseling Theory)
- D. Group work (COUN 605. Group Process & Procedures)
- E. Career and lifestyle development (COUN 601. Career/Vocational Counseling)
- F. Appraisal (COUN 617. Individual analysis)
- G. Research and program evaluation (COUN 621. Research and Program Evaluation)
- H. Professional orientation and ethics (COUN 618. Ethics and Professional Issues)

Prior to taking the CPCE, students should have completed the following courses:

- COUN 601. Career/Vocational Counseling
- COUN 602. Introduction to Community Counseling
- COUN 605. Group Process & Procedures
- COUN 606. Systematic Psychological Helping Skills
- COUN 621. Research & Program Evaluation
- COUN 612. Counseling Theory
- COUN 613. Cultural Perspectives in Counseling
- COUN 614. Life Span Development

- COUN 617. Individual Analysis
- COUN 618. Ethics and Professional Issues

The CPCE consists of 160 multiple-choice items, with 20 items per each of the eight CACREP areas. Of the 20 items per section, 17 will be scored items and the remaining three will be pretest items that are not identified to the student. Pre-testing allows the test publisher to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported to the graduate program for each student. The Community Counseling faculty will be responsible for determining minimum passing total scores. Students will be allowed four hours to complete the examination, including the demographic questionnaire. Results will be available four weeks after the date of the administration. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. The CPCE will be offered twice per year:

Examination Date:	Application Deadline Date:
March	February 1
October	September 1

Students who do not successfully complete the CPCE will be required to take the entire examination again. The retake may occur on an individual administration date or any subsequent regularly scheduled administration dates. Students are permitted to take the CPCE twice. If students do not successfully complete the CPCE on the second trial they must develop a remedial plan that is acceptable to the advisor. This remedial plan may include course audits, independent studies, independent tutoring, or research, etc. If the examination is not successfully completed on the second retake, a team of Community Counseling faculty will identify areas of the student's weaknesses, recommend topics that will be addressed in an oral defense and serve as the examining panel for the oral examination. The results of the oral exam will determine the student's status in the program.

## COURSE DESCRIPTIONS

NOTE: Course Requirements may include Field Experiences.

### Counseling (COUN)

#### **601. Career/Vocational Counseling (3 hours)**

This course helps familiarize the student with the nature and scope of career/vocational development and counseling. Emphasis will be placed upon the content and process of career/vocational development and choice.

#### **602. Introduction to Community Counseling (3 hours)**

This is a survey course designed to acquaint the graduate student with a broad view of the field of Counseling. As the introductory course for the Masters of Education in Community Counseling degree, it covers a wide variety of topics, the understanding of which are essential to the study of counseling.

#### **603. Directed Independent Study (3 hours)**

The purpose of this course is to provide graduate students with the opportunity

ty to study one specific topic or a series of related topics under the tutelage of an instructor of their choice.

**604. Psychopathology (3 hours)**

This course is designed to assist students to recognize and categorize psychological/behavioral patterns (syndromes) which are dysfunctional. Standards for categorizing behavior, purposes, uses and ethics of categorization will be explored. Developmental psychodynamics will be emphasized. The course will focus on utilization of the DSM IV TR Classification System for Mental Disorders.

**605. Group Techniques and Procedures (3 hours)**

This course is designed to familiarize the student with theory and techniques in group counseling. The student will be exposed to selected experiences in group participation, and provided limited opportunity to practice group leadership skills.

**606. Psychological Helping Skills I (3 hour)**

This course is an introductory course for prospective counselors who seek to improve their listening skills, responding skills, and interpersonal effectiveness. The course is designed primarily as a personal experience in practicing newly acquired communication skills. This course uses and experiential format and requires participation in exercises and role play.

**607. Gender Issues in Counseling (3 hours)**

This course will focus on special needs and concerns of women in counseling, especially the influence of male/female roles and stereotypes as they pertain to the practice of counseling.

**608. Psychological Aspects of Substance Abuse (3 hours)**

Emphasis in this course is on the dynamics of substance abuse including alcohol abuse, other drugs, and food. Special attention is given to physiological factors, family dynamics, treatment methods and implications for schools, communities, and business.

**609. Practicum (3 hours)**

The Counseling Practicum is a one-term supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision.

**610. Internship I and II (3-6 hours)**

The Counseling Internship is a two-semester supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision.

**611. Special Topics in Counseling (1-3 hours)**

The purpose of this course is to provide an opportunity for a wide variety to special focus topics to be offered periodically or on a one time basis without the need for curriculum committee decisions on course that may not be taught regularly. Topics may include, but are not limited to: domestic abuse, psychopharmacology, geriatrics, other special populations, play therapy, family therapy, or many special topics too numerous to develop a standard course to address.

**612. Counseling Theory (3 hours)**

This course is designed so that the student begins to understand the development of the major schools of thought for understanding people that have evolved in counseling and psychology during its history. A major emphasis will be placed on how the theories compliment each other as well as how they evolved as reaction to each other.

**613. Cultural Perspectives in Counseling (3 hours)**

This course will provide an overview of counseling approaches and research on culturally diverse peoples, such as: African-American, Asian, Hispanic, Native Americans, women and persons with disabilities. Factors of education, emotion, and behavior will be addressed.

**614. Life Span Development (3 hours)**

This course provides a framework of the theoretical understanding of human development from birth to later adulthood including issues of gender, family and socialization. The course is intended to illustrate the normal developmental processes which occurs over a life span and sensitize counselors to events that may lead to a disruption of events that may eventually lead a person to seek counseling.

**615. Psychological Helping Skills II (3 hours)**

This course is a continuation of the skill development begun in Helping Skills I. Specifically, skill objectives will be a refocus on the development of the exploring and understanding phases of training. Participants primary emphasis will be the skill acquisition of the personalizing and action dimensions of the helping model.

**616. Psychological Helping Skills III (3 hours)**

Prerequisite: Permission of Instructor.

This course is a continuation of the skill development begun in Helping Skill I and Helping Skills II. Specifically, this course is designed primarily as experience in practice, training and supervision of students practicing newly acquired communication skill in Helping Skills I and Helping Skills II.

**617. Individual Analysis and Testing (3 hours)**

The main focus of this course is upon the development of techniques for collecting, organizing, and using relevant information from tests and non-test methods in assisting individual's understanding themselves and in making meaningful life and career decisions. The instruments and inventories to be studied in this course will include paper and pencil tests, group administered tests, and inventories.

**618. Ethics and Professional Issues (3 hours)**

This course will provide an opportunity for understanding the concept of ethics as both an ideological an practical issue in the counseling profession. In a seminar/discussion format the students will be expected to actively participate in focusing upon provocative and challenging topics.

**621. Research and Program Evaluation (3 hours)**

This course is designed to provide an understanding of research methods, statistical analysis, needs assessment and program evaluation.



# The Georgia Baptist College of Nursing

## Graduate Faculty

Susan S. Gunby, R.N., Ph.D., *Dean/Professor*

JoEllen Dattilo, R.N., Ph.D., *Associate Dean for the Undergraduate Program/  
Professor*

Linda A. Streit, R.N., D.S.N., C.C.R.N., *Associate Dean for the Graduate  
Program/Professor*

M. Kathleen Brewer, Virginia Dare Domico, Helen F. Hodges, and Freida Fuller-  
Jonap, *Professors*

Sandra K. Rayburn, Brenda Rowe, and Rebecca Shabo, *Associate Professors*

Jean Fields, Elaine C. Grier, Catherine T. Horat, Sara H. Mitchell, Katheline R.  
Plitnick, John Summerville, and Diane E. White, *Assistant Professors*

## Master of Science in Nursing

The graduate degree offered by the Georgia Baptist College of Nursing is the Master of Science in Nursing (M.S.N.) degree. The initial enrollment for this program began in fall term 2002.

The program description and requirements for the M.S.N. degree may be found in the separate Catalog of the Georgia Baptist College of Nursing.



# The James and Carolyn McAfee School of Theology

R. Alan Culpepper, Ph.D., *Dean*

Graham B. Walker, Jr., Ph.D., *Associate Dean for the Master of Divinity Degree Program/Associate Professor*

Ronald W. Johnson, Ph.D., *Associate Dean for the Doctor of Ministry Degree Program/Professor*

William Loyd Allen, John R. Claypool, J. Truett Gannon, Peter Rhea Jones, and Larry McSwain, *Professors*

Nancy L. deClaisé-Walford, Denise M. Massey, Karen G. Massey, and Thomas B. Slater, *Associate Professors*

## HISTORY AND MISSION STATEMENT

### History

When Jesse Mercer founded Mercer University in 1833, he and other Georgia Baptist leaders envisioned an institution that would provide students with a classical and theological education. Their concern was for young preachers and for members of area Baptist churches. Mercer knew these churches desperately needed pastor-leaders who understood scripture and could clearly articulate their Christian beliefs.

Over the intervening years the institution begun by Jesse Mercer has developed into a university of far-reaching influence that is now among the largest Baptist institutions in the United States. Today more than 7,300 students are enrolled at the University's Macon and Atlanta campuses and four regional academic centers.

In recent years, both pastors and students who seriously examined the opportunities for seminary-level training expressed a need for new educational alternatives within the Baptist tradition. After careful consideration of the issues and after an extensive feasibility study, the University's Board of Trustees in June 1994 voted to establish a School of Theology.

McAfee School of Theology partners with the Georgia Baptist Convention and the Cooperative Baptist Fellowship and attracts students who have looked critically at the options and who seek a theological education that will best prepare them for a lifetime in ministry.

### Mission and Founding Principles

The mission of the McAfee School of Theology is to be an inclusive community of learning focused on Jesus Christ, guided by sacred Scripture, extending the mission of the Church, and founded on the heritage of Baptists—equipping men and women called of God for authentic ministry, the pursuit of spiritual maturity, and the lifelong process of theological inquiry.

To this end, we seek to be a community where passion for faith engenders the integration of university and congregation, worship and witness, tradition and innovation, responsible scholarship and prophetic vision.

Based on Jesse Mercer's vision, McAfee School of Theology is founded on

ten principles that have guided its inception and will continue to guide its formation and character:

1. The School shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.
2. The School shall spring from Mercer University's conviction about its own vocation as an institution, borne and nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.
3. The School shall seek to educate students who are:
  - literate and disciplined in the study of sacred scripture;
  - articulate in understanding the historical and theological issues of faith;
  - effective preachers and interpreters of the Christian gospel;
  - wise and compassionate in personal and social ministry;
  - prepared to integrate faith and life in the spiritual formation of congregations.
4. The School shall be devoted to the preparation of men and women who combine the call of God's spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible pastors and leaders in ministry.
5. The School shall be inclusive in spirit and practice, affirming the open search for truth, and fostering tolerance for religious and intellectual diversity.
6. By underscoring both scholarly discipline and the experience of ministry, the School shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion, the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.
7. The School shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.
8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the School shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God's purpose and presence in the world.
9. The School shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

10. The School shall serve as a continuing resource to churches, pastors, and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors, and other church leaders.

## **Community**

A crucial component of theological education is the experience of shared life and faith. At McAfee School of Theology the faculty and staff are committed to the practice of Christian community and encourage all students to enter as fully as possible into this community of faith.

A vital part of the McAfee community is a group of students elected to act as liaison between the student body and the faculty. The Student Advisory Council (SAC) sponsors student forums where students are given the opportunity to voice concerns and suggestions that will be presented to the faculty. In addition, SAC organizes gatherings, mission projects, and fellowships allowing students to enjoy spending time together in an informal atmosphere. Elections for the Student Advisory Council are held in the spring and fall semesters each year.

Beginning with first-year classes on Spiritual Formation, students are invited into the experience of shared relationship, support, and prayer. The experience of being a community is nourished and encouraged in many ways, with opportunities for worship, play, shared meals and ongoing groups. Toward this end, the faculty is committed to being accessible to students.

The McAfee community worships together on a weekly basis. The services are student planned and often student led. Preaching guests include students, faculty members and other area ministers. The McAfee School of Theology choir sings periodically at community worship. The choir is open to faculty, staff and students who enjoy singing and who have the desire to participate.

Faculty, staff, and students gather regularly for morning and evening prayer. Participation in such gatherings is not required and is not meant to replace worship in one's own church, but is offered as a source for spiritual discipline and to deepen the strength of our life together.

James Manley, who served churches in three states before spending thirteen years as a pastoral counselor, serves on staff as pastor to the McAfee School of Theology community.

## **PROGRAM OF STUDY**

The faculty of McAfee School of Theology has designed a Master of Divinity Program which provides students with an integrated approach to theological studies. The minister must "know, be, and do"—that is, he or she must know the story of the faith, must live the story of the faith, and must have skills to perform certain functions as a minister of the faith. The courses integrate the academic, the spiritual, and the practical at three levels.

First, students at McAfee School of Theology have the benefit of the resources of the larger university and academic community of which it is a part. Students may, for example, take classes in Mercer's Tift College of Education and Stetson School of Business and Economics. They have access to the extensive library holdings of both the Atlanta and the Macon campuses, including full access to state-of-the-art computer systems. Students may also have

opportunities to cross register for courses at academic institutions through the Atlanta Theological Association including Candler School of Theology at Emory University, Columbia Theological Seminary, Erskine Theological Seminary, the Interdenominational Theological Center, and Lutheran Theological Southern Seminary. Mercer's participation in the University Center in Georgia, a consortium of eighteen institution of higher education in the Atlanta-Athens area, provides McAfee students with additional opportunities for cross-registration.

Second, the curriculum of the McAfee School of Theology is fully integrated around the concepts of "knowing," "being," and "doing." The curriculum provides every student with the essential knowledge for ministry by including courses in the classical disciplines of Old Testament, New Testament, Preaching, Evangelism, Church History, Theology, Hebrew, and Greek. It also provides every student with opportunities for personal spiritual formation and development as well as practical experience in her or his chosen field of ministry with a trained mentor.

Third, each course of the McAfee School of Theology integrates other disciplines into its instruction. For example, students in the Old Testament course study not only the content of the Old Testament, but also biblical Hebrew, Old Testament theology, preaching and teaching from the Old Testament, the Old Testament throughout Church History, and using the Old Testament in evangelism. Students in the Preaching course will study cultural contexts of preaching; preaching as priest, physician, teacher, and evangelist; pastoral and ethical issues of preaching; and preaching the forms of scripture such as narrative, poetry, doctrine, and instruction, all in a single course.

## **Vocational Concentrations**

The McAfee School of Theology offers five areas of concentration in conjunction with the Master of Divinity core: Counseling, Academic Research, Christian Education, Business Administration, and Pastoral Care. All five concentrations are programs of study designed for those students who wish to pursue a specialized area of ministry.

In cooperation with the Counseling program of the College of Continuing and Professional Studies, Mercer University, McAfee School of Theology offers a concentration in Counseling. This concentration prepares students to function as a ministerial counselor in a variety of community settings including, but not limited to: mental health centers, community agencies, hospitals, residential treatment centers, corrections, church settings, or private practice. The M.Div. in Counseling also prepares the student academically for licensing as a Professional Counselor in the State of Georgia. In addition to the academic preparation, the license as Professional Counselor requires successful completion of the state licensing exam and additional years of post-graduate counseling experience and supervision.

The concentration in Academic Research is designed to develop the student's proficiency for theological research. Students with career goals that include further academic studies in the fields of Biblical Studies, Historical-Theological Studies, or Pastoral Studies may enter this concentration to develop their research skills and focus on a particular field of study. A student may apply for admission to the Academic Research concentration after: 1) completing 24 hours of M.Div. studies with a GPA of 3.5 or higher; and 2) submitting a

current Graduate Record Examination score of 1150 or higher. The student will then work with a Supervisory Professor to select a Thesis Problem, prepare a Thesis Prospectus, and submit a written Thesis of 15,000 to 20,000 words (60-75 pages).

The concentration in Business Administration introduces students to economics, accounting, finance, and management. The master of divinity curriculum integrates the Business Administration courses within a local church setting through the Mentoring Program by placing students in church administrative ministries. The concentration in Business Administration requires that the student demonstrate completion of nine hours of Foundation Courses from the Stetson School of Business and Economics or the student demonstrates these course requirements have been met by examination or in undergraduate and graduate study by transcript evaluation. The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Divinity with a concentration in Business Administration. In some cases, a current GMAT score may be required. The prerequisite Foundation courses include: BAA 616 "Foundations of Macro and Microeconomics," BAA 617 "Foundations of Accounting and Finance," and BAA 618 "Foundations of Management and Marketing."

The concentration in Christian Education offers students a variety of courses in this field. Students will study Christian Education theory, as well as its philosophical, theological, and historical foundations. They will be introduced to curriculum development and pedagogical methods, as well as the developmental, social, emotional, and spiritual needs of children, youth and adults. Through the Mentoring Program, students will be placed in ministry settings where they can gain "hands-on" experience in specialized areas such as youth ministry, children's ministry, adult ministry, recreational ministry, or general church educational ministry.

The concentration in Pastoral Care is designed to develop the student's skills, knowledge and self-awareness related to the ministries of pastoral care and counseling. Students whose vocational plans include pastoral care in a local church setting, pastoral counseling, or chaplaincy (in hospitals, nursing homes, prisons, mental health facilities, and other agencies) would benefit from this concentration. Through the Clinical Pastoral Education component, all students receive supervised experience and training as a pastoral care giver, as well as the opportunity to reflect upon their pastoral identity, concerns, and plans with a competent and compassionate mentor. Students whose goals include additional certification in Chaplaincy or Pastoral Counseling may enter this concentration as preparation for their work toward certification with the Association for Clinical Pastoral Education (Chaplaincy) or the American Association for Pastoral Counseling (Pastoral Counseling).

Students interested in the various concentrations offered through the McAfee School of Theology are encouraged to refer to the most recent copy of their Student Handbook. The Student Handbook identifies specific entrance and course requirements for each concentration.

### **Joint Degree M.Div./M.B.A.**

Those students who meet the entrance requirements for the master of business administration may also choose to enter a joint master of divinity and mas-

ter of business administration program. The joint M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of M.B.A. core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour MBA degree. A full-time student can expect to finish the two degrees in four years of study. Applicants must meet the admissions requirements for both the McAfee School of Theology and the Stetson School of Business and Economics. Applicants must submit current scores for the Graduate Management Admission Test (GMAT) and demonstrate completion of the Foundation Courses from the Stetson School of Business and Economics. Applicants may demonstrate foundational course completion by examination or in undergraduate and graduate study by transcript evaluation. The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Business Administration degree coursework. M.Div. students who are eligible for entrance into the M.B.A. degree are required to take the following four M.B.A. core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance" as the twelve (12) hours of M.B.A. core course work to be credited into their M.Div. degree. If a student has demonstrated prior completion of one or more of the M.B.A. core courses listed above he or she may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the M.B.A. degree from any two of the following M.Div. courses: ETH 641 "Introduction to Ethics," CRE 683 "Leadership," and CRE 800 "Managing Change and Conflict."

## **Doctor of Ministry Degree**

In February 2004, McAfee School of Theology secured approval from the Association of Theological Schools to begin offering the Doctor of Ministry degree. The Doctor of Ministry degree is a 33-hour degree that takes 4 years to complete. The requirements for the Doctor of Ministry degree are described on its homepage. Students take three integrative seminars on campus during J-terms, three semesters of an Individual Study Program, a project methodology seminar, and complete a project-thesis. Throughout the program, students work under the direction of a faculty supervisor and a field supervisor.

## **M.Div. Curriculum Overview**

90 Hours Required for Completion of the Master of Divinity Degree

### **The Scriptures of the Church**

Introduction to Greek * - (NTG 613)	(3 hours)
Introduction to Hebrew (OTH 603)	(3 hours)
Greek or Hebrew Reading Elective (NTG 803 or OTH 806)	(3 hours)
Old Testament - (OTH 604 & 605)	(6 hours)
New Testament - (NTG 611 & NTG 612)	(6 hours)



**The Story of the Church -**

Church History - (CHH 621 & CHH 622)	(6 hours)
Baptist Heritage - (CHH 623)	(2 hours)
Theology/Philosophy - (THP 631 & THP 632)	(6 hours)
Ethics - (ETH 641)	(3 hours)

**The Mission and Ministry of the Church**

Preaching - (PRC 651)	(3 hours)
Worship - (PRC 652)	(3 hours)
Faith Development - (CRE 682)	(3 hours)
Evangelism/Mission - (EVM 661 & EVM 662)	(6 hours)
Leadership and Church Systems - (CRE 683)	(3 hours)
Pastoral Care - (PAC 671)	(3 hours)
Pastoral Care Elective**	(3 hours)
Spiritual Formation - (SPF 701 & SPF 702)	(4 hours)

**Mentoring in the Church**

Mentoring - (MIN 901 & MIN 902)	(6 hours)
Capstone - (MIN 903)	(3 hours)

**Required:** 75 hours

**General Electives: (5)** 15 hours

**Total Hours:** 90 hours

\* Students who have passed an exemption examination for Introduction to Greek may take an additional Biblical elective.

\*\* The Pastoral Care Elective may be satisfied with a unit of Clinical Pastoral Education (CPE) or with a course related to Pastoral Care such as: Pastoral Care and the Psalms; Preaching and Pastoral Care; Women: Believing, Worshipping, Ministering; etc.

# Suggested Course of Study for Master of Divinity Degree

## Year One

Fall Semester		Spring Semester		
OTH 603	Introduction to Hebrew	3	NTG 613 Introduction to Greek	3
SPF 701	Spiritual Formation I	2	SPF 702 Spiritual Formation II	2
OTH 604	Old Testament I	3	OTH 605 Old Testament II	3
CHH 621	Church History I	3	CHH 622 Church History II	3
EVM 661	Evangelism and Mission I	3	EVM 662 Evangelism and Mission II	3
<b>Total for semester</b>		<b>14</b>	<b>Total for semester</b>	<b>14</b>

### January Term

OTH 806	Reading or an Elective	3
<b>Total for January Term</b>		<b>3</b>

### June or July Term

NTG 611	Reading or an Elective	3
<b>Total for June or July Term</b>		<b>3</b>

## Year Two

Fall Semester		Spring Semester		
NTG 611	Jesus and the Gospels	3	NTG 612 Paul and the Early Church	3
CRE 682	Faith Development	3	Pastoral Care Elective	3
THP 631	Theology/Philosophy I	3	THP 632 Theology/Philosophy II	3
PAC 671	Pastoral Care	3	PRC 652 Worship	3
<b>Total for semester</b>		<b>12</b>	<b>Total for semester</b>	<b>12</b>

### January Term

	Elective	3
<b>Total for January Term</b>		<b>3</b>

### June Term

	Elective	3
<b>Total for June Term</b>		<b>3</b>

### July Term

	Elective	3
<b>Total for July Term</b>		<b>3</b>

## Year Three

Fall Semester		Spring Semester		
ETH 641	Ethics	3	MIN 902 Mentoring II	3
MIN 901	Mentoring I, Local Church	3	MIN 903 Capstone	3
CRE 683	Leadership & Church Systems	3	CHH 623 Baptist Heritage	2
PRC 651	Preaching	3	XXX Elective	3
<b>Total for semester</b>		<b>12</b>	<b>Total for semester</b>	<b>11</b>

**Total Required & Elective Hours 90**

## Course Descriptions

### **CHH 621. Church History I (3 hours)**

An introduction to the main contours of the history of the Christian church from its inception through the Reformation. This life-story includes themes of institutional, theological, intellectual and spiritual development. By entering into this story students will gain knowledge of the basic development of the church and the skills and tools needed in order to apply that knowledge to present circumstances in both personal and public arenas.

### **CHH 622. Church History II (3 hours)**

An introduction to the main contours of the history of the Christian church from the Reformation to the present. This life-story includes themes of institutional, theological, intellectual and spiritual development. By entering into this story students will gain knowledge of the basic development of the church and the skills and tools to apply that knowledge to present circumstances in both personal and public arenas.

### **CHH 623. Baptist Heritage (2 hours)**

This course is a study of Baptist origins, development, principles, leaders, and current trends with emphasis on Baptists in the United States. The seventh of the ten founding principles for the McAfee School of Theology begins: "The School should hold steadfastly to the high and defining traditions of Baptists." In light of Jesse Mercer's warning that ministers cannot teach what they have not learned, this course will better equip students to embody the present and create a future for an endangered living tradition.

### **CHH 800. Special Topics (1-3 hours)**

### **CHH 822. Classics of Christian Devotion (3 hours)**

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality, and personal reflection.

### **CHH 961. Church History/Evangelism-Mission Colloquium (2 hours)**

This course will introduce students to the expression of Christian mission in the Celtic tradition.

### **CRE 682. Faith Development (3 hours)**

The course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs through the life-stages of individuals, families, and communities. Practical issues of how Christian education can be structured and developed in the local church will also be addressed.

### **CRE 683. Leadership & Church Systems (3 hours)**

This course is an introductory study of administration and leadership in congregations and other organizational contexts. Students will learn a systems approach to organizations and groups, and how to function, facilitate, and lead effectively. Issues of ongoing management, planning, finances, staff relationships, group process, and church polity will also be addressed.

**CRE 800. Special Topics (1-3 hours)**

**CRE 881. History and Philosophy of Education (3 hours)**

This course will have a two-fold emphasis. The first part of the course will look at ways in which the Christian tradition has been learned and taught historically, beginning with the early church and culminating with the religious education movement of the 20th century. The second part of the course will emphasize the importance of a sound educational philosophy as a basis for doing educational ministry in the church.

**CRE 882. Theological Approaches to Christian Education (3 hours)**

This course will attempt to integrate and probe the conversation between the disciplines of education and theology about the processes by which Christian faith is embodied, communicated, and re-formed within the church and culture. It will address, from the perspective of Christian education, some of the crucial theological issues central to the educational task.

**CRE 883. Church Pedagogy and Curriculum Development (3 hours)**

This course will introduce students to the notion that sound teaching methodology and challenging content are both integral to the mission and ministry of Christian Education in the local church. Therefore, students will practice and evaluate various models of teaching and they will learn the basics of good curriculum development by producing a curriculum piece for publication by Smyth & Helwys Publishers.

**EDUC 611. Child Development (3 hours)**

This course will look at the ways in which children grow and mature cognitively, socially, physically, and emotionally from birth to age twelve. Various developmental stage theorists, such as Jean Piaget and Erik Erikson, will be examined. This course will be taken in the Tift College of Education.

**EDUC 612. Adolescent Development (3 hours)**

Also taken in the Tift College of Education, this course will look at the ways in which teenagers grow and mature cognitively, socially, physically, and emotionally from birth to age twenty-one. Various developmental stage theorists, such as Jean Piaget and Erik Erikson, will be examined.

**EDUC 614. Educational Psychology (3 hours)**

This course will be taken in the Tift College of Education as a part of the Christian Education concentration. Its aim is to study psychological principles of human behavior and the relationship of growth and development to the learning process. Motivation, readiness, learning styles, individual differences and other topics related to teaching and learning will be studied.

**ETH 641. Christian Ethics (3 hours)**

This course examines various theoretical and practical issues related to the pervasive talk about ethics in contemporary society. As a philosophy class taught in the theology department, Ethics draws from both important classical arguments related to moral theory and the rich biblical-theological insights provided by the Judeo-Christian heritage. A wide variety of social issues are discussed from matters of truth-telling in a church context to the uses of technology in medical settings, from questions of personal sexuality to concerns about the need for values and issues of justice in public life.

**ETH 800. Special Topics (1-3 hours)**

**EVM 661. Evangelism and Mission I (3 hours)**

Taught in two sections, this course gives the student an introduction to missions and evangelism in the life of the church. Biblical theology, history, and practical theology will help to focus the discussion. Students will be exposed to research in sociology and contextualization issues that relate to mission and evangelism. Special attention will be given to practical application and to creative approaches to mission and evangelism that will effectively penetrate the multi-cultural context.

**EVM 662. Evangelism and Mission II (3 hours)**

Prerequisite: EVM 661.

This course is a continuation and completion of EVM 661.

**EVM 800. Special Topics (1-3 hours)**

**Justice, Peace and Reconciliation (3 hours)**

This course explores the philosophical roots of justice, peacemaking, and reconciliation as foundational building blocks in an emerging mission theology. Mission as pro-active advocacy among oppressed peoples is traced throughout various movements such as liberation theology, civil rights, and human struggles for justice. Issues of human dignity are explored as components within the gospel and viewed as essential for the church's missional calling. Globalism's impact on the struggle for a new mission theology will be highlighted in the study. As a result of the course, students will understand the historical developments that led missiologists to consider the need for a new mission theology built upon justice, peace, and reconciliation, and will encourage students to engage these issues in the local church's approach to the world.

**EVM 861. Postmodernity: Its Impact on Mission and Evangelism (3 hours)**

A critical study of the impact that postmodernity is having upon churches and denominations. The course will investigate the paradigm shifts in missions that have occurred as the church has moved through eras into the postmodern. Special attention will be placed upon creative approaches to a postmodern mission and evangelism agenda for the 21st century.

**EVM 862. Personal Evangelism (3 hours)**

An investigation into the need for and practical approaches to a life of personal witness. Special attention will be placed upon theology, history, and integrity in approaches. The role of discipleship will be explored as a major component. The class will focus upon personal accountability and seek to help the student develop a lifestyle in keeping with personality issues and kingdom issues.

**EVM 863. The Mission of the Church in the World (3 hours)**

A study of Christian mission as it proceeds from the local church into the world. Theology, history, missiological perspectives, and new approaches to mission by the local church will be explored. Students will be exposed to world religions and ecumenical concerns within the context of missiology.

**EVM 864. Dynamics of Effective Church Growth (3 hours)**

A study of church growth as defined by the New Testament and focused toward the postmodern world. Issues related to demographic research, movement of

people groups, cultural realities, language, methodology, and secularism will be explored to equip the student to lead a church to grow. A practical research project in which each student will participate will be the centerpiece of the course.

### **EVM 865. History of Evangelism (3 hours)**

This course is a survey of significant periods in the history of evangelistic movements. Evangelism prior to pietism, pioneers of pietistic evangelism, evangelistic movements of the eighteenth century, evangelism in the age of mission, the Second Great Awakening, and evangelism since World War I. The course will close with an examination of evangelism unique to the Southern Baptist Convention.

### **EVM 866. Mission Immersion Experience (Subtitled) (3 hours)**

Prerequisites: EVM 661 and EVM 662.

The mission immersion experience gives students the opportunity to participate in mission opportunities outside their own culture. The focus of the experience will be on ministry and mission in the 2/3rds world or at home. Students will experience different cultures, worldviews, and lifestyles and hopefully gain further appreciation for world mission opportunities, which can be incorporated into their call to ministry.

### **EVM 867. Introduction to World Religions (3 hours)**

This course introduces the student to the diverse historical, philosophical, and spiritual foundations from which several major religions have developed. The course will consist of a survey of selected religions and include an examination of the impact these religions have made on the world. Basic principles of Hinduism, Buddhism, Islam, Chinese Religion, Shintoism, Judaism, Christianity, and alternative paths will be examined in the context of social, cultural, geographic, political, and economic conditions in which they developed.

### **MIN 800. Special Topics (1-3 hours)**

#### **Change and Conflict in the Church (3 hours)**

An examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent.

#### **Civil Rights Among Southern Baptists, 1956-1996 (3 hours)**

From 1956 to 1995, Southern Baptists made great strides in racial acceptance and inclusiveness. This came at great sacrifices from clergy, laity, college and seminary professors and denominational servants. Using personal interviews, already collected media resources, and other library materials, students in this course will discover the events and persons who helped shape this metamorphosis. A biblical foundation will undergird the study. The data will be interpreted, compiled and prepared for book publication. Students will work individually and collectively on manuscripts for which they will be cited and credited.

#### **African American Religions (3 hours)**

This course is intended to familiarize the student with the religious expressions of African Americans, past and present. Special attention will be given to the histories and practices of religious expressions of African Americans and the synthesis in the varieties of religious expressions, enabling the student to apply these learnings to ministry opportunities.

**MIN 851. Campus Ministry (3 hours)**

An introduction to developing and implementing Christian ministry on the college campus with an emphasis on involving local congregations.

**MIN 853. Women: Believing, Worshiping, and Ministering (3 hours)**

This course will focus on women in the church and how a feminine perspective shapes and influences theology, worship, and ministerial roles. Special attention will be given to issues that affect women ministers both spiritually and vocationally.

**MIN 901. Mentoring I: Field Setting, The Local Church (3 hours)**

Prerequisites: SPF 701 and approximately 60 accumulated hours

Mentoring I is the first of two semesters of required mentored ministry. It includes the supervision of a Field Mentor coupled with a Peer Reflection Group in class. The Field Setting for Mentoring I must be a local church. Mentors are selected in consultation with the professor. Mentoring I is offered only in the fall semester. Mentoring I will permit the student to test classroom skills against actual ministry incidents in a local church setting and will guide the student in transitioning from seminary studies, as a student, to field setting responsibilities as a professional minister.

**MIN 902. Mentoring II: The Field Setting of the Student's Choice of Ministry (3 hours)**

Prerequisite: MIN 901

Mentoring II is the second of two semesters of required mentored ministry. In consultation with the professor, the student may choose any Christian ministry as Field Setting for the course. This semester, also, includes the supervision of a Field Mentor coupled with a Peer Reflection Group in class. Mentoring II is offered only in the spring semester. Mentoring II will permit the student to test classroom skills and personal entrepreneurial hopes for ministry against actual ministry incidents and opportunities. This semester is particularly slanted toward helping the student move from a "community" of seminary studies to the "aloneness" of ministerial responsibility.

**MIN 903. Capstone (3 hours)**

The Capstone course is required for graduation and must be taken in a student's last year. The objective of the course is to help students to integrate the various facets of the Master of Divinity curriculum in preparation for graduation and entry into a full-time ministry position. To that end, it involves students in critical reflection on issues in ministry from biblical, historical, theological and pastoral perspectives.

**MIN 904. Ministry Internship I (3 hours)**

MIN 904 is reserved for students taking a full-time internship or residency. Enrolment must be made and the approval of the professor of ministry experience must be secured prior to the semester in which the internship/residency is to begin. This is an elective course and must be taken in the fall semester.

**MIN 905. Ministry Internship II (3 hours)**

MIN 905 is the second semester of a student's full-time internship/residency. Enrolment must be made and the approval of the professor of ministry must be

secured prior to the semester in which the internship/residency is to continue. This is an elective course and must be taken in the spring semester.

**NTG 611. Jesus and the Gospels (3 hours)**

This course seeks to enable students to become more informed readers and more skilled interpreters of the Gospels. It engages historical questions about Jesus and the writing of the Gospels, it introduces various methods of interpretation, and it probes the meaning of Gospel texts for contemporary believers.

**NTG 612. Paul and the Early Church (3 hours)**

This course examines the origins of the church through the study of the New Testament from Acts through Revelation. It provides an overview of the earliest period of the church's development, the themes and content of major books of the New Testament, with the intent of assisting students to become skilled and perceptive interpreters of the history, literature, and theology of the early church.

**NTG 613. Introduction to Greek (3 hours)**

This course introduces the study of biblical Greek and gives students basic tools for continued study of the Greek text of the New Testament. Special attention will be given to the structure of Greek and to reading the text.

**NTG 800. Special Topics (1-3 hours)**

**Apocalyptic Literature (3 hours)**

A study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation.

**NTG 803. Reading Selected Texts in Greek (Subtitle) (3 hours)**

Prerequisite: NTG 613

This course guides the student through selected texts from the New Testament. Attention will be given to the Greek form of the texts and to particular issues that present themselves in the process of reading. This course may be repeated for credit if the subtitle (the selected texts) differs.

**NTG 811. The Gospel of John (3 hours)**

The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels, and it has had a formative impact on our understanding of Jesus and on the church's Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John's leading interpreters.

**NTG 812. The Passion and Resurrection Narratives (3 hours)**

Prerequisite: NTG 611.

This course will offer a comparative study of the texts of the four Gospels as they present the suffering, death and resurrection of Jesus. Exegesis will give special attention to each Gospel's rhetorical method and theological themes. Engagement with this material will include some examination of how the crucifixion and resurrection are presented in preaching, hymnody, and art.

**NTG 813. The Gospel of Mark (3 hours)**

The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic gospels. This course examines the composition of



Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship, and the power of the gospel story in worship and preaching.

**NTG 814. Jesus in Contemporary Research (3 hours)**

Prerequisite: NTG 611.

Taught as a seminar, this course surveys the history of scholarship on Jesus from David Friedrich Strauss to the present, with particular emphasis on the methodology, resulting portraits, and theological significance of the work of the leading contributors to contemporary studies of the historical Jesus.

**NTG 818. Interpretation of the Parables of Jesus (3 hours)**

This course is a critical analysis of the body of the parabolic literature in the synoptics, interacting with the most recent scholarship, including the Jesus Seminar. Using a triangular model, attention will be given to the historical, theological, and literary dimensions, with particular emphasis upon the latter. The primary focus will fall upon the text as performative act in the ministry of Jesus, but with eventual interest in the practical hermeneutical implications for the life of the church and the world.

**NTG 911. New Testament Colloquium (2 hours)**

Prerequisites: NTG 611, NTG 612 and NTG 613

Research and writing for students with a special interest in New Testament studies.

**OTH 603. Introduction to Hebrew (3 hours)**

This course introduces the study of biblical Hebrew. Students will learn basic phonology, morphology, syntax and grammar and will concentrate on building and using tools in the study of biblical Hebrew.

**OTH 604. Old Testament I (3 hours)**

Prerequisite or concurrent with: OTH 603

This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form and reading, history of interpretation, and use in the Christian church.

**OTH 605. Old Testament II (3 hours)**

Prerequisite: OTH 603 and OTH 604

This course continues and completes the introduction to the Old Testament begun in OTH 604.

**OTH 800. Special Topics (1-3 hours)**

**OTH 803. Teaching from the Wisdom Literature (3 hours)**

Prerequisite: OTH 603.

Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Job, Ecclesiastes, Proverbs, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians.

**OTH 804. Using the Psalms in Pastoral Care (3 hours)**

Prerequisite: OTH 603.

The Psalter is the most well-known and widely-used portion of the Old Testament in the Christian church. The psalmists sing hymns of praise to God, cry out against God, cry out to God for help and deliverance, invoke the wrath of God upon their enemies, and celebrate the sovereignty of God over all creation. Using a variety of methods, this course will explore the ways ministers can use the riches of the Psalter in their daily care of people.

**OTH 806. Reading Selected Texts in Hebrew (Subtitle) (3 hours)**

Prerequisite: OTH 603.

This course guides the student through selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. This course may be repeated for credit if the subtitle (selected texts) differs.

**PAC 671. Pastoral Care I (3 hours)**

This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister's life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student's compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development.

**PAC 672. Pastoral Care II (3 hours)**

This course is intended for those students who will pursue careers as professional counselors and pastoral counselors. It is required for students in the Pastoral Care concentration and Counseling concentration.

**PAC 800. Special Topics (1-3 hours)**

**Addiction and Grace (3 hours)**

This course will enable students to understand the physical, mental, emotional, spiritual, social and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons.

**Psychology of Religious Experience (3 hours)**

This course enables students to understand religious experience from a variety of psychological perspectives and to explore in depth their own religious experiences. Learners will also develop skills to interpret and facilitate religious experiences in their ministries.

**PAC 872. C.P.E. Basic Unit Elective (3 hours)**

This course gives three hours elective credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection.

**PAC 873. C.P.E. Basic Unit II Elective (3 hours)**

This course gives three hours elective credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). C.P.E. is done under the direction of a certified C.P.E. supervisor in a

hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection.

**PRC 651. Preaching (3 hours)**

This course introduces the principles and disciplines of effective preaching. It offers the tools for the fresh, ongoing interpretation of scripture into the lives of listeners. Students will study cultural and congregational factors in the preaching event, methods for interpreting texts, the process of sermon development, and the practical issues of oral communication.

**PRC 652. Worship (3 hours)**

This course will introduce students to the history, theology and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. The student will also learn practical skills for quality worship leadership.

**PRC 800. Special Topics (Subtitled) (1-3 hours)**

**Preaching Genesis 1-11 (3 hours)**

Prerequisite or concurrent with: PRC 651.

This course focuses on the preaching possibilities contained in the introductory chapters of the book of Genesis. This material offers insightful answers to ultimate questions such as: "Why was the world created?" "What has gone wrong in history?" and "What is the true nature of humankind?" These chapters are thoroughly explored with strategies for making these ancient texts vitally relevant to the twenty-first century.

**Preaching Genesis 12-50 (3 hours)**

Prerequisite or concurrent with: PRC 651.

This course will use the historic story of salvation that is depicted in chapters twelve through fifty in the book of Genesis. The focus is on the preaching possibilities embedded in the accounts of the primal patriarchs and matriarchs whose stories form the foundations of our Biblical faith.

**Preaching the Life of Jesus (3 hours)**

Prerequisite or concurrent with: PRC 651.

This course focuses on the life of Jesus as depicted in the four canonical Gospels. Attention is given to both the person and the actions of Jesus, and the challenges of putting into sermonic form a faithful witness to the wonder and the mystery of the event of Incarnation.

**Preaching as Pastoral Care (3 hours)**

Prerequisite or concurrent with: PRC 651.

This course explores how the pulpit can become an effective instrument of pastoral care. The major challenges of the human saga are identified and suggestions made as to how sermons can provide both information and inspiration for creative handling of these situations.

**PRC 851. The Practice of Preaching (3 hours)**

Prerequisite: PRC 651.

Designed for all students whose vocation will include preaching, this course will

expand the student's comprehension of the preaching task, and will give particular focus to the development and application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response.

**PRC 852. Preaching from Narrative Texts (3 hours)**

Prerequisite: PRC 651.

This course examines the theology, the principles and the methods for preaching from the stories of scripture. All kinds of biblical narrative will be considered, with attention to the various methods employed by biblical storytellers. Some classical models of narrative interpretation (e.g., rabbinic and African-American) will also be considered, as students cultivate their own practice of narrative preaching.

**PRC 853. Preaching from Poetic Texts (3 hours)**

Prerequisite: PRC 651.

This course will explore what it means to preach from the many biblical texts whose form is beyond the ordinary language of prose: the Psalms, prophetic oracles, wisdom poetry, New Testament hymns, songs, visions and other poetic discourses. By studying how these texts are crafted, and by considering some preachers who have preached them well, students will cultivate more faithful ways of preaching their meaning and their "music."

**PRC 854. Prophetic Preaching (3 hours)**

Prerequisite: PRC 651.

This course explores how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the concerns and methods of the biblical prophets and examine the work of various preachers who have made a prophetic impact. Principles will be established for how such preaching may be faithfully and effectively done in the larger context of pastoral ministry.

**PRC 855. Worship Old and New (3 hours)**

This course examines the interplay between tradition and innovation available to worshiping congregations in our time. Students will explore ancient liturgical practices that are now being revitalized and will consider new dimensions in the church's worship, including the use of the arts, new hymnody, and more inclusion of the congregation in planning and practice of worship.

**SPF 701. Spiritual Formation for Ministry I (2 hours)**

SPF 701 is the first of two required courses in spiritual formation. It emphasizes learning to ask the right questions in order to integrate personal, academic, and professional foundations around a center of spiritual maturity. Discussion of these issues will be pursued in a context of shared prayer and community building small groups.

**SPF 702. Spiritual Formation for Ministry II (2 hours)**

Prerequisite: SPF 701.

SPF 702 is the second in a sequence of two required courses in spiritual formation. This course focuses on the spiritual disciplines of the inward and outward journey with emphasis on aspects particular to Christian ministers and their role as spiritual guides. The purpose of the course is to help students develop discernment and delight in the experience of the Presence of God to

the end that they form and lead communities doing and speaking the truth in love; furthering the heritage of Christian spirituality, and increasing in love, trust, and obedience to Christ.

**THE 901. Research and Design Colloquium (2 hours)**

This course is a requirement for all Academic Research Concentration students. The course will introduce students to the task of identifying an original research problem, establishing a research methodology, setting limits to one's research and building a bibliography. The course seeks to work with the student in conjunction with his or her academic supervisor in order to present a completed Thesis prospectus by the conclusion of the term.

**THP 631. Theology/Philosophy I (3 hours)**

An introductory study which develops the foundations for a biblical and theological world view. The course surveys briefly the history of Western thought. It then focuses upon the nature, sources, and scope of systematic theology and philosophy of religion, and the foundational doctrines of revelation, God, and humanity. Consistent emphasis will be given to practical application in contemporary ministry.

**THP 632. Theology/Philosophy II (3 hours)**

This course continues THP 631 with emphasis on practical issues in theology and philosophy of religion. Theological issues include the doctrines of the church, Christian life, and eschatology. Philosophy of religion issues include religious authority, epistemology, history, language, aesthetics, science, evil and suffering, and world religions. These studies will be applied throughout the semester to the practice of ministry.

**THP 800. Special Topics (Subtitled) (1-3 hours)**

**Theology After the Holocaust (3 hours)**

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany's "war against the Jews," the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other "undesirable" groups) which is referred to as the Shoah, or Holocaust. The course considers the psychological and social world-views of those "victimized," "the executioners," and the "bystanders." Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history for both religious communities.

**Religion, Science and the Sacred Self (3 hours)**

This course provides an introduction to the religious view of "the Self" and its interface with contemporary science. Religion as a cultural activity is linked with the creation and maintenance of certain kinds of self-conceptions. Religion transforms biological human identity into a supernatural related self through the use of symbols. Science is called upon to describe the "what am I" question or biological identity while religious language and theology focus on the "who am I" question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks "how should I act" within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself.

**THP 831. Christian Theology and Culture (3 hours)**

This course examines the dynamic interaction of faith in life. It seeks to develop the student's competence in identifying descriptions of "Culture" and Christianity which "respectfully appreciate" and "critically evaluate" the particular world view in his or her place of ministry. The students are encouraged to use Christian theology as a skill to be applied in a local community context through biblical interpretation, pastoral counseling, preaching and teaching. This survey is intended to aid the Christian leader in developing spiritually, intellectually, and practically in the various tasks of the Gospel ministry.

**THP 832. Suffering and Evil (3 hours)**

Prerequisite: THP 631.

This course examines the philosophical and theological challenges of the problem of evil and suffering for the Judeo-Christian tradition. Various historical theological responses are evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest theodicy, and evolutionary models. The student is encouraged to construct his or her own theological response.

**THP 833. Atonement and Reconciliation (3 hours)**

Prerequisite: THP 631.

This course examines the human predicament of alienation from God, from oneself, and from others. The primary metaphors of the Christian tradition "sin and bondage of the will" are examined through a survey of biblical theology and the Western Christian tradition. The course emphasizes the need for a culturally relevant Christian understanding of atonement and reconciliation in light of the life, ministry and death of Jesus Christ.

**THP 834. Models of God (3 hours)**

Prerequisite: THP 631.

Models of God are central to the identity of any culture, nation, tribe, family or self. This course asks a series of questions related to this assumption. What is the psychological and sociological basis for our search and need for the sacred? How does the religious tradition of Israel identify its understandings of God? How is the human search for the sacred formulated in a distinctively Christian understanding of God? What are the necessary components of a Christian understanding of God? This class attempts to identify the pivotal turning points in history of the Western Christian understanding of God.

**THP 835. Religious Language (3 hours)**

Prerequisite: THP 631.

The Religious Language course examines the nature, status, and reference of religious metaphor and language. In order to address these issues the course must briefly identify a history of semantic theory and its relationship to religious communities. The course will introduce key personalities, terminology and ways of creating composite metaphors and image schemes for use in worship, prayer and devotional settings.

# Academic Regulations

## Course Load

The normal academic load for the fall and spring semesters is 12-14 hours. Students are considered to be full-time if they are enrolled in nine hours of course work. Students may take 16 or more hours per semester only with prior approval of the Associate Dean of the McAfee School of Theology.

## Grading System and Quality Points

The method and manner of evaluation for course grades is left to the discretion of the course instructor as outlined in the course syllabus. A student may take an examination or submit an assigned project at other than the scheduled time only under extenuating circumstances and with permission from the instructor.

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

		Quality Points Per Credit Hour	
A	Exceptional mastery of course essentials	4.0	93% - 100%
B+	More than required mastery of course essentials	3.5	89% - 92%
B	Required mastery of course essentials	3.0	82% - 88%
C+	Slightly more than course essentials	2.5	78% - 81%
C	Course essentials	2.0	70% - 77%
D	Minimal comprehension of course essentials	1.0	65% - 69%
F	Inadequate comprehension of course essentials	0	Below 65%
IC	Incomplete		
AU	Audit		
W	Withdrawal		

## Repeating a Course

If a student receives a grade of "D" or "F," he/she may repeat the course once for credit and only at McAfee School of Theology. A student may not take the course at another school and transfer the credit to Mercer. Although all grades which a student earns appear on the student's record, the grade received the last time the course is taken is the only grade that is calculated into the grade point average.

## Incomplete Courses

A grade of "Incomplete" will be assigned if, due to exceptional extenuating circumstances and with the prior approval of the instructor and Associate Dean, a student is not able to complete the required course work during the semester. All work must be completed by the end of the first full semester following the assignment of the "Incomplete" grade. At that time, the "IC" will be replaced with

a letter grade. If the student has not completed the work by the end of the following semester, the "IC" will be replaced with a letter grade of "F."

## **Final Examinations**

Final examinations are conducted at the end of each semester. Students must take exams at the scheduled time unless they have obtained prior permission from the instructor and the Associate Dean. In no case will a final exam be given prior to its scheduled time. Exams may be "made-up" only after the scheduled time. In many cases, this will result in the student receiving a grade of "Incomplete" for the course for that semester, and the regulations regarding "Incomplete" course grades will apply.

## **Credit for Work Prior to Matriculation**

No more than one semester of credit from another institution will be given for experience in internships completed prior to matriculation at the McAfee School of Theology.

## **Transfer Credits**

Students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case by case basis and in no instance may exceed 50 percent of the credit hours required for the graduate degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at an ATS accredited school; (2) the courses were graduate level courses, applicable to a graduate degree; and (3) grades of at least "B" were received in the courses.

## **Auditing Courses**

The McAfee School of Theology encourages and welcomes those who wish to audit courses. No papers or examinations will be required or graded. The fee for auditing a class is \$50 per hour of weekly class time. For example, if a class meets three hours each week, the audit fee is \$150.

Courses which have been audited cannot be established on the student's record by examination for credit, and if the student wishes to change an audit course to credit, he or she must do so by that semester's add/drop deadline.

## **Withdrawals**

A student may withdraw from a course after the add/drop deadline and before the withdrawal deadline. The student must complete and submit a Course Change Request form. A grade of "W" will be assigned, and it will appear on the student's grade report and on the permanent record. Withdrawals are not used to compute grade point average. Any student who withdraws after the withdrawal deadline or who fails to complete and submit the Course Change Request form will be assigned a letter grade of "F" for the course.



## **Course Changes – Adding and Dropping**

Course changes must be complete before the add/drop deadline for the current semester. The student must complete and submit a Course Change Request form. Courses dropped by the deadline will not appear on the student's grade report or permanent record.

## **Course Limits**

The decision of whether to offer a course will be based upon the availability of the faculty to teach the course and by a minimum number of five students enrolling in the course and being present on the first day of class.

## **Class Attendance**

Regular attendance in scheduled class sessions is important to the learning process and especially crucial to the interactive nature of the courses within the McAfee School of Theology. Each professor will outline attendance policies for his or her classes in the course syllabi. Students, however, must attend at least 75% of the scheduled class meetings in order to receive credit for a course.

## **Academic Probation**

A grade point average of 2.5 (C+) is considered the minimum for satisfactory progress toward the degree of Master of Divinity. A student whose average falls below 2.0 in any semester must have a conference with the Dean of the McAfee School of Theology to discuss methods for improving course performance. The student may be placed on academic probation, be required to reduce course load to 8 units per semester, and be reviewed regularly for improvement in progress toward the degree. If the student's progress does not improve during the next semester, he/she may be asked to withdraw from the McAfee School of Theology.

Grades are reviewed by the Registrar and the Dean at the end of each semester to determine whether a student is making satisfactory progress toward completing the degree.

If a student was admitted on probation and earns a 2.5 or better during the first semester, he or she will be sent a letter from the Dean removing them from probationary status. If the student was admitted on probation and does not earn a 2.5 or better during the first semester, he or she may be asked to withdraw from the program, or allowed to continue on probation for one more semester.

The student will receive a letter from the Dean when he or she is placed on probation or removed from probation.

## **Resignation from the McAfee School of Theology**

To resign officially from Mercer University, a student must withdraw from all courses for which she/he is registered. A grade of "W" will be assigned if the student resigns before the withdrawal deadline. A student resigning after the deadline will receive a grade of "F" for all courses in which they were enrolled in the semester of resignation, except that in extreme personal circumstances and with appropriate documentation, a grade of "W" may be granted.

**Students who do not formally change their schedules, withdraw from courses, or resign from the University may be assigned a grade of “F.” Non-attendance does not constitute official schedule change, withdrawal, or resignation.**

## **Academic Honor**

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

Mercer University's Graduate Council has established an Honor Code that the McAfee School of Theology has adopted. Academic offenses which constitute violations of this Honor Code include plagiarism, cheating, lying, and academic theft.

## **Attitude and Conduct**

Mercer University and the McAfee School of Theology expect students to conduct themselves in a manner which reflects their maturity and Christian commitment. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus.

## **Equal Opportunity Policy**

Mercer University is committed to providing equal opportunity for all student applicants and enrolled students, without discrimination on the basis of race, color, national origin, sex, age or disability, as a matter of University policy and as required by applicable State and Federal laws such as Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Inquiries concerning this policy may be directed to the Equal Opportunity/Affirmative Action Officer, located in the Human Resources Office (telephone: 478-301-2786).

## **Harassment**

The University is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment harms the environment the University seeks to maintain and is unequivocally prohibited. Moreover, sexual harassment is a form of sex discrimination and violates Federal laws, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972.

Inquiries concerning this policy may be directed to the Equal Opportunity/Affirmative Action Officer, located in the Human Resources Office (telephone: 478-301-2786)

Discrimination against or harassment of any individual or group on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability

is strictly prohibited by University policy and by State and Federal laws.

The *Student Handbook*, which details the Honor Code, the Code of Conduct, and the policies on Equal Opportunity and Sexual Harassment, may be obtained from the office of the Associate Dean or the Equal Opportunity/Affirmative Action Officer.

## **Student Records and Rights of Privacy Student Records**

A complete copy of the student's academic record (transcript) may be obtained by the student presenting a written request and \$2.00 per request to the Office of the Registrar. Telephone requests will not be honored. Transcripts produced by the Office of the Registrar include the entire record of a student's academic history at the McAfee School of Theology.

In accordance with the Family Education Rights and Privacy Act of 1974, Mercer University (1) permits students to inspect their education records, (2) limits disclosure to others of personally identifiable information from education records without the student's prior written consent to such disclosure, and (3) provides students the opportunity to seek correction of their education records where appropriate.

A complete copy of the university's policy and procedures regarding student records and rights of privacy may be obtained from the office of the Associate Dean.

## **ACCREDITATION**

Mercer University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. McAfee School of Theology is also accredited by the Association of Theological Schools, the accrediting body for more than 240 schools of theology and seminaries in the United States and Canada. Following the School's first graduation in May 1999, McAfee School of Theology applied for associate membership in ATS. The ATS Commission on Accreditation granted McAfee associate membership in June 2000, candidate status in June 2001, and full accreditation for an initial five-year period in June 2002. Informally, the McAfee School of Theology has a strong and significant endorsement from over 200 sustaining churches that have entered into partnership with the School, and the circle of partner churches continues to grow.

## **FINANCIAL INFORMATION**

Compare the cost of theological education with costs at other seminaries and divinity schools and you will be surprised at how affordable a Mercer education is. The University is making a significant commitment to underwrite much of the cost of studying at the McAfee School of Theology. With the financial support of the founding churches and the Cooperative Baptist Fellowship, the McAfee School of Theology is discounting the cost of a full load of 24 hours to less than 40 percent of the full tuition. By applying for a ministerial student grant from the Georgia Baptist Convention, Georgia Baptist students can further reduce their cost to less than 30 percent of the full tuition. Tuition is all-inclusive;

Mercer does not charge fees for parking, gym use, an e-mail account, or access to the computer lab. Applications for all types of financial aid are available in the Bursar's office, (telephone: 678-547-6400). Information concerning a monthly payment plan is also available at the Service Counter in the Bursar's office.

## **ADMISSIONS**

The McAfee School of Theology is seeking women and men who combine the call of God's spirit with the intellectual gifts, the emotional maturity and the spiritual discipline to become effective and responsible leaders in ministry.

Candidates for admission may be upcoming or recent graduates of an accredited undergraduate institution, or they may be college graduates who have been active in their church and community for many years.

Minimum requirements for admission include a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university. Applications will be evaluated based on your total profile (undergraduate GPA, personal information you supply, letters of recommendation, and/or interviews). A minimum grade point average of 2.75 overall and 3.0 in your major is normally required. In certain cases, a student may be admitted on a provisional basis for admission deficiencies. The student will have one semester to remove any remaining admission requirements in order to remain in the master of divinity program. Final approval for admission to the McAfee School of Theology is given by the Dean.

An F-1 (Student) visa is required for study at Mercer University of all students who are not citizens of the United States. An I-20 form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 visa. Those students who want to be considered for a tuition grant must have their application complete and I-20 issued by January 15 for the following Fall semester. Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 (new scale 215) on the Test of English as a Foreign Language (TOEFL) or ELS Level 109.

International students who receive a tuition grant must also show evidence of \$12,000 in annual living expenses. Those students who do not receive a grant will be responsible for paying the current tuition. Each international applicant must complete a Declaration of Finances before an I-20 can be issued. If personal finances do not show evidence of \$12,000 in living expenses, a sponsor will need to supply current bank documents in the above amount and a letter of sponsorship. In addition, we require that the student or sponsor(s) deposit \$6,000 into the student's account at Mercer University by July 1 of the year they plan to attend. The student or sponsor(s) will also be required to deposit another \$6,000 by January 15 of the following semester. The university will then disburse \$1,000 per month to the student for living expenses. This process will continue during the student's tenure at McAfee. McAfee has a stewardship responsibility with regard to these awards. Students who are on a F-1 visa and are not able to meet these obligations will jeopardize their grant from the University.

Persons who do not currently possess the prerequisite qualifications for admission or who do not intend to pursue vocational ministry but who would like to take courses may audit courses.

Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see Immunization Policy).

For individuals who do not currently possess a bachelor's degree, but who want to obtain a graduate theological education, Mercer offers undergraduate education through the College of Liberal Arts in Macon and through the off-campus programs of the Tift College of Education, the College of Continuing and Professional Studies, and the Stetson School of Business and Economics. For more information about these programs, contact the Office of Undergraduate Admissions at (800) 342-0841 (in Georgia) or (800) 637-2378 (outside Georgia) and ask for extension 2650.

**For further information about admission to the McAfee School of Theology, call the Office of Admissions (888) 471-9922; within the Atlanta area call (678) 547-6474. Email: [theadmiss@mercer.edu](mailto:theadmiss@mercer.edu). Written correspondence should be addressed:**

James and Carolyn McAfee School of Theology  
Office of Admissions  
3001 Mercer University Drive  
Atlanta, GA 30341

# The James and Carolyn McAfee School of Theology Academic Calendar

## Fall Semester 2004

Orientation/Fee Payment (New Students)	August 18
Registration/Fee Payment (Returning Students)	August 19-24
Late Registration (\$25 Late Fee)	August 25
Drop/Add Period	August 19-25
First Day of Class	August 19
Labor Day Holiday	September 6
Mid-Semester Break	October 7-8
Last Day for Course Withdrawal	October 20
Faculty/Staff/Student Retreat	November 12-13
Early Registration for Spring Semester 2005	November 15-19
Fall Reading Week/Thanksgiving Holiday	November 22-26
Last Day of Class	December 6
Final Examinations	December 7-10
Grades Due	December 15

## January Term 2005

First Day of Class	January 3
Last Registration/Fee Payment (\$25 Late Fee)	January 3-4
Drop/Add Period	January 3-4
Last Day of Course Withdrawal	January 7
Martin Luther King, Jr. Holiday	January 17
Last Day of Class	January 21
Final Examinations	January 22
Grades Due	January 24

## Spring Semester 2005

First Day of Class	January 24
Registration/Fee Payment	January 24-27
Drop/Add Period	January 24-28
Late Registration (\$25 Late Fee)	January 28
Last Day of Course Withdrawal	March 16
Spring Reading Week	March 14-18
Classes Resume	March 21
Early Registration for Summer and Fall Semesters 2005	March 21-25
Good Friday Holiday	April 25
Last Day of Class	May 6
Study Days	May 9-10
Final Examinations	May 11-17
Grades Due	May 19, noon
Commencement	May 21

**June Term 2005**

First Day of Class	June 6
Last Registration/Fee Payment (\$25 Late Fee)	June 6-7
Drop/Add Period	June 6-7
Last Day of Course Withdrawal	June 10
Last Day of Class	June 24
Final Examinations	June 25
Grades Due	June 27

**July Term 2005**

First Day of Class	July 5
Last Registration/Fee Payment (\$25 Late Fee)	July 5-6
Drop/Add Period	July 5-6
Last Day of Course Withdrawal	July 11
Last Day of Class	July 25
Final Examinations	July 26
Grades Due	July 29





# The Register

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**G. Russell Barber, Jr.** (1973)  
*Professor of Accounting and  
Economics, Emeritus; B.A.,  
Occidental College, 1961; M.B.A.,  
Stanford University, 1963; Ph.D.,  
University of Mississippi, 1990;  
C.P.A.*

**William Vernon Luckie, Jr.** (1976)  
*Assistant Professor of Accounting  
and Finance, Emeritus; B.S.,  
University of Alabama, 1959;  
M.B.A., University of Mississippi,  
1968; C.P.A.*

**M. B. Neace** (1982) *Professor of  
Marketing; Emeritus; B.S.B.A.,  
M.S.B.A., University of Missouri,  
1957, 1960; D.B.A., Michigan  
State University, 1964.*

**Austin C. Schlenker, Jr.** (1984)  
*Professor of Marketing, Emeritus;  
B.B.A., M.S., Texas A & I*

*University, 1959, 1960; M.P.A.,  
North Carolina State University,  
1973; Ph.D., California Coastal  
University, 1977.*

#### **Full-Time**

**Charles Haynes Andrews** (1973)  
*James D. Stetson Professor of  
Economics; A.B., Mercer  
University, 1960; Ph.D., Vanderbilt  
University, 1967.*

**Walter Wade Austin** (1990) *Professor  
of Accounting; B.S., University of  
Tennessee, 1968; M.B.A.,  
University of Utah, 1971; Ph.D.,  
University of Georgia, 1989; C.P.A.*

**Scott Alex Beaulier** (2004) *Assistant  
Professor of Economics; B.S.,  
Northern Michigan University,  
2000; M.A., Ph.D., George Mason  
University, 2002, 2004.*

**Jordan Matthew Blanke** (1985)  
*Professor of Computer Science  
and Law; B.S., M.S., SUNY at  
Stony Brook, 1976; J.D., Emory  
University School of Law, 1980.*

**Cassie F. Bradley** (1998) *Assistant  
Professor of Accounting; B.B.A.,  
Georgia State University, 1977;  
Ph.D., University of Alabama,  
1994; C.P.A., C.F.P.*

**Linda L. Brennan** (1997) *Director of  
Graduate Studies/Macon and  
Associate Professor of  
Management; B.I.E., Georgia  
Institute of Technology; M.B.A.,  
University of Chicago, 1988; Ph.D.,  
Northwestern University, 1994;  
P.E., P.M.P.*

**M. Catherine Cleaveland** (2004)  
*Visiting Assistant Professor of  
Accounting; B.S., Georgia Institute  
of Technology, 1996; M.S., A.B.D.,  
Georgia State University, 1999,  
2004.*

**James E. Coleman** (1998) *Assistant  
Professor of Marketing; B.B.A.,*

- University of Mississippi, 1976; Ph.D., University of Alabama, 1992, 1995; C.P.A., C.F.P.
- Alice Ford Collins** (1990) *Associate Professor of Marketing*; B.S., Virginia Commonwealth University, 1977; M.S., Ph.D., University of Georgia, 1981, 1990.
- Tammy Neal Crutchfield** (1998) *Director of Undergraduate Studies/Macon and Associate Professor of Marketing*; B.B.A., M.B.A., Georgia College and State University, 1987, 1990; Ph.D., University of Alabama, 1998.
- Andrew J. Deile** (1986) *Associate Professor of Management*; B.S.I.M., Georgia Institute of Technology, 1964; M.B.A., Ph.D., University of Illinois, Urbana, 1966, 1974.
- Vicki Blakney Eveland** (1997) *Associate Professor of Marketing*; A.A., Northeast Mississippi Community College, 1980; B.B.A., M.B.A., D.B.A., Mississippi State University, 1982, 1983, 1988.
- Farhad Frank Ghannadian** (1988) *Associate Dean and Professor of Finance*; B.S.B.A., University of Tennessee, 1980; M.B.A., Queens College, 1981; Ph.D., Georgia State University, 1987.
- 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.
- Ali Reza Jalili** (1993) *Associate Professor of Economics and Accounting*; B.S., N.I.O.C., College of Accounting and Finance, 1976; M.B.A., James Madison University, 1979; M.A., Ph.D., University of New Hampshire, 1983, 1994.
- 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.
- Victoria E. Johnson** (1985) *Professor of Management*; A.B., M.P.A., Georgia State University, 1975, 1979; D.P.A., University of Georgia, 1982.
- William Carl Joiner** (1974) *Professor of Management*; B.S.I.M., Georgia Institute of Technology, 1964; M.B.A., Georgia State University, 1970; Ph.D., University of Alabama, 1978.
- Harold B. Jones, Jr.** (1997) *Assistant Professor of Management*; B.A., University of Omaha, 1968; M.Div., Garrett Theological Seminary, 1971; Ph.D., University of Alabama, 1997; C.F.P.
- Kenneth R. Lord** (1998) *Director of Graduate Programs/Atlanta and Professor of Marketing*; B.A., M.A., University of Utah, 1977, 1981; Ph.D., Ohio State University, 1988.
- Allen Kenneth Lynch** (2000) *Associate Professor of Economics and Quantitative Methods*; B.A., University of North Florida, 1991; M.S., Ph.D., Florida State University, 1994, 1998.
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- 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) *Assistant Dean and Associate Professor of Marketing*; B.S., M.S.M., Ph.D. Georgia Institute of Technology, 1987, 1989, 1993.
- John R. Miller, P.E.** (1975) *Assistant Professor of Finance*; B.I.E., Georgia Institute of Technology, 1965; M.B.A., Georgia State University, 1971.
- C. Gerry Mills** (2002) *Associate Professor of Health Care Management*; B.B.A., M.B.A., Ph.D., Georgia State University, 1977, 1980, 1995.
- William Stewart Mounts, Jr.** (1978) *Associate Dean and Professor of Economics*; B.B.A., M.A., Ph.D., University of Georgia, 1971, 1974, 1977.
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- 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) *Assistant Professor of Health Care Management*; B.A., Agnes Scott College, 1973; M.Ed., University of North Florida, 1978; 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) *Associate 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.
- Mary Jo Vaughan** (1993) *Associate Professor of Management*; B.S., University of Florida, 1978; M.B.A., University of West Florida, 1981; Ph.D., University of Florida, 1996.
- James A. Weisel** (2000) *Professor of Accounting*; B.S., University of Wisconsin at LaCrosse, 1982; M.B.A., Marquette University, 1983; D.B.A., University of Kentucky, 1991.
- Tie Liu Yu** (1990) *Professor of Economics*; B.S., M.S., Northeastern University of Finance and Economics, China, 1982, 1985; M.A.A.C.T., Kennesaw State University, 2002; Ph.D., Mississippi State University, 1990.
- Mei Miranda Zhang** (1993) *Associate Professor of Economics and Finance*; B.S., M.S., Northeastern University of Finance and Economics, China, 1982, 1985; Ph.D., Mississippi State University, 1990.

## School of Engineering

### Full-Time

**M. Dayne Aldridge, P.E.** (1999) *Dean and Professor of Electrical Engineering*; B.S., West Virginia University, 1963; M.S.E., Sc.D., University of Virginia, 1965, 1968.

**Kevin D. Barnett** (1993) *Associate Professor of Electrical and Computer Engineering and Graduate Fellow*; A.S., Moorehead State, 1986; B.S., NC State University, 1986; M.S., University of Tennessee, 1988; Ph.D., Clemson University, 1993.

**Aaron S. Collins, P.E.** (1993) *Professor and Chair, Electrical and Computer Engineering and Graduate Fellow*; B.S., M.S., Ph.D., Clemson University, 1965, 1968, 1973.

**Marjorie T. Davis** (1989) *Professor and Chair of Technical Communication and Graduate Fellow*; B.S., Troy State University, 1966; M.A., University of South Florida, 1969; Ph.D., University of Mississippi, 1974.

**Helen M. Grady** (1991) *Associate Professor of Technical Communication*; B.S., Queens University, 1976; M.S., Queen's College, 1979; Ed., Nova Southeastern University, 2000.

**George F. Hayhoe** (2002) *Professor of Technical Communication, Director of Master of Science in Technical Communication Management*; B.A. La Salle University, 1972; M.A., The Catholic University of America, 1973; Ph.D., University of South Carolina, 1979.

**Jeng-Nan Juang** (1987) *Associate Professor of Electrical and*

*Computer Engineering*; Graduate Fellow; B.S.E., National College of Marine and Oceanic Technology, Taiwan, 1975; M.S.E., Ph.D., Tennessee Technological University, 1978, 1986.

**Behnam Kamali, P.E.** (1993) *Professor of Electrical and Computer Engineering; and Graduate Fellow*; B.S.E.E., Tehran Polytechnic University, 1972; M.Eng., California State Polytechnic University, 1970; M.S.E.E., Oregon State University, 1981; Ph.D., Arizona State University, 1985.

**Paul E. MacNeil** (1990) *Associate Professor and Program Director of Software Engineering and Graduate Fellow*; B.S., Rensselaer Polytechnic Institute, 1966; M.S., Ph.D., University of Arizona, 1968, 1971.

**Edward M. O'Brien, P.E.** (1990) *Associate Professor of Biomedical Engineering and Electrical and Computer Engineering; and Graduate Fellow*; B.S., Colorado State University, 1971; M.S., Ph.D., Iowa State University, 1974, 1977.

**Philip D. Olivier, P.E.** (1993) *Professor of Electrical and Computer Engineering and Graduate Fellow*; B.S., Loyola University; M.S., Ph.D., Texas Technical University, 1977, 1980.

**Clayton R. Paul** (1997) *Sam Nunn Eminent Professor of Aerospace Systems Engineering and Professor of Electrical and Computer Engineering*; B.S.E.E., The Citadel, 1963; M.S.E.E., Georgia Institute of Technology, 1964; Ph.D., Purdue University, 1970.



## **Tift College of Education**

**Carl R. Martray** (2003) *Dean and Professor of Education*; B.A., Fairmont State College, 1965; M.A., Ph.D., University of Alabama, 1969, 1971.

**Linda Adams** (2000) *Associate Professor of Education*; B.S., Albany State College, 1974; M.Ed., Georgia State University, 1977; Ph.D., The Ohio State University, 1983.

**Diane E. Alvarez** (2003) *Assistant Professor*; B.A., University of Notre Dame, 1990; M.A., Ph.D., candidate, University of California at Los Angeles, 1997, 1998, 2003.

**Mary Kay Bacallao** (2003) *Associate Professor*; B.A., Trinity International University, 1989; M.S., Ed.S., Ed.D., Florida Atlantic University, 1991, 1994, 1996.

**Jacquelyn M. Culpepper** (1996) *Assistant Professor*; B.A., Baylor University, 1967; M.Ed., University of Louisville, 1986; Ph.D., University of Georgia, 2002.

**Macklin D. Duggins** (1997) *Associate 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 Professor of Education*; B.A., M.Ed., Mercer University, 1990, 1992; Ed.S., Georgia College and State University, 1995; Ph.D., Georgia State University, 1998.

**Jianhua Feng** (1999) *Associate Professor of Education*; B.Ed., Huazhong Normal University, 1985; M.S., Wheelock College, 1988; Ed.D., University of Memphis, 1992.

**Janet S. Fields** (2003) *Associate Professor*; B.S.Ed., M.Ed., Ed.S., Georgia Southern University, 1970, 1971, 1978; Ed.D., University of Georgia, 1999.

**Catherine M. Gardner** (1991) *Professor of Education and Science*; B.S., M.Ed., East Carolina University, 1972, 1974; Ph.D., University of Georgia, 1992.

**Carolyn R. Garvin** (1991) *Director of Field Placement and Assistant Professor of Education*; B.A., David Lipscomb College, 1961; M.Ed., Mercer University, 1978.

**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.

**Patrice P. Grimes** (2001) *Instructor*; B.S., Northwestern University, 1975; M.A.T., Emory University, 1992.

**Ismail S. Gyagenda** (2000) *Assistant 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.

**Harriet Anne Hathaway** (1992) *Professor of Middle Grades and Mathematics Education*; B.A., M.L.S., Ed.D., University of North Carolina at Greensboro, 1971, 1978, 1983.

**William Otis Lacefield, III** (1997) *Associate 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) *Assistant Professor of Education*;

- B.S., University of Minnesota, 1971; M.Ed., Ed.S., Georgia State University, 1977, 1984; Ed.D., Nova Southeastern University, 1995.
- Dana H. Lilly** (2001) *Associate Professor of Education*; B.A., University of West Florida, 1974; M.A., University of West Florida, 1985; Ph.D. Florida State University, 1989.
- Calandra D. Lockhart** (2002) *Assistant Professor of Education*; B.S.Ed., Troy State University, 1997; M.Ed., Auburn University, 1999; Ph.D., Auburn University, 2002.
- Margaret S. McCall** (2002) *Visiting Instructor of Education*; B.S., M.Ed., Georgia State University, 1972, 1974.
- Christopher G. McCormick** (1999) *Assistant Professor of Education*; B.S., Savannah State University, 1988; M.Ed., Mercer University; Ph.D., Emory University, 2002.
- Susan Malone** (2004) *Associate Dean/Associate Professor of Education*; B.A., University of South Alabama, 1975; M.Ed., Ph.D., Vanderbilt University, 1984, 1994.
- Lucile Faulkner Maples** (2001) *Instructor of Education*; B.S., M.S., The University of Tennessee, 1973, 1992.
- Karen H. Michael** (2000) *Assistant Professor of Education*; B.S., Georgia Southern University, 1991; M.S., North Georgia College, 1995; Ph.D., Purdue University, 2002.
- Margaret Rainey Morris** (1993) *Associate Professor of Early Childhood Education*; B.A., Shorter College, 1966; M.Ed., North Georgia College, 1980; Ed.D., University of Georgia, 1993.
- Emilie Warner Paille** (2002) *Assistant Professor of Education*; B.S., M.Ed., Georgia State University, 1973, 1978; Ed.D., University of Georgia, 1991.
- Debra Walls Rosenstein** (2002) *Assistant Professor*; B.S., North Carolina State University, 1975; M.S., University of Tennessee, 1978; Ed.D., Virginia Polytechnic Institute, 1982.
- Peter A. Ross** (2003) *Assistant Professor*; B.A., M.A., Ed.S., University of South Florida, 1977, 1982, 1983; Ph.D., University of Florida, 1988.
- Bruce E. Sliger** (1994) *Associate Professor of Education*; B.S., M.A., Ed.S., Tennessee Technological University, 1977, 1979, 1982; Ed.D., University of Georgia, 1990.
- M. Randall Spaid** (2002) *Assistant Professor of Education*; B.S., Penn State University, 1977; M.A., University of South Florida, 1992; Ph.D., Florida State University, 2002.
- Albert A. Stramiello** (1985) *Professor of Education*; B.S., Clarion State College, 1970; M.Ed., Slippery Rock State College, 1973; Ed.D., University of Northern Colorado, 1978.
- Richard V. Swindle** (2003) *Professor of Education*; B.A., Samford University, 1969; M.Ed., University of Montevallo, 1978; Ph.D., Emory University, 1995.
- Ursula Thomas-Fitts** (2003) *Assistant Professor*; B.S., Alabama State University, 1994; M.S., Auburn University at Montgomery, 1996; Ed.D., University of Alabama, 2003.

**Mary Elizabeth Willingham** (1982) *Professor of English*; B.A., Vanderbilt University, 1963; M.A., Peabody College of Vanderbilt, 1964; Ed.S., Ed.D., George Washington University 1968, 1971.

### **College of Continuing and Professional Studies**

**Thomas E. Kail** (1995) *Associate Provost and Dean*; B.S., M.A., University of Wisconsin - Milwaukee, 1966, 1969; Ph.D., University of Toledo, 1975.

**William David Lane** (1995) *Associate Professor of Counseling and Human Sciences*; B.S., Troy State University, 1976; M.Ed., Ph.D., Georgia State University, 1981, 1992.

**Laurie L. Lankin** (2000) *Assistant Dean and Associate Professor of Counseling and Human Sciences*; B.J., University of Missouri, 1969; M.Ed., Ph.D., University of Pittsburgh, 1974, 1982.

**Billy J. Slaton** (1996) *Associate Professor of Counseling and Human Sciences*; A.A., Pensacola Junior College, 1973; B.S., M.S., Ed.S., Ph.D., Georgia State University, 1977, 1989, 1991, 1998.

**Kevin Wickes** (2002) *Assistant Professor of Counseling and Human Sciences*; B.A., M.S., Purdue University, 1985, 1987; Ph.D., Ball State University, 1993.

**Arthur J. Williams** (1993) *Associate Professor of Counseling and Human Sciences*; B.A., Augusta College, 1972; M.Ed., Ph.D., Georgia State University, 1979, 1992.

### **Georgia Baptist College of Nursing**

**Susan S. Gunby** (1968) *Dean and Professor*; Diploma, Georgia Baptist School of Nursing, 1968; B.S.N., Ph.D., Georgia State University, 1975, 1993; M.N., Emory University, 1977.

**Susan E. Blakey** (1995) *Assistant Professor and Coordinator of Learning Resource Center*; B.S., Georgia State University, 1984; M.S., Georgia State University, 1988.

**M. Kathleen Brewer** (2000) *Professor of Adult and Mental Health Nursing*; Diploma, St. Francis Hospital School of Nursing, 1979; B.S.N., Brenau University, 1991; M.S., Georgia State University, 1993; Ph.D., Georgia State University, 2000.

**Lana Chase** (1992) *Assistant Professor of Mental Health Nursing*; Diploma, Hospital of the University of Pennsylvania School of Nursing, 1969; B.S.N., University of Pennsylvania, 1972; M.N., Emory University, 1977.

**JoEllen Dattilo** (1983) *Associate Dean for the Undergraduate Program and Professor*; Diploma, Mercy Hospital School of Nursing, 1968; B.S.N., Duquesne University, 1973; M.N., Emory University, 1976; Ph.D., Georgia State University, 1987.

**Virginia Dare Domico** (1990) *Professor of Adult Health Nursing*; Diploma, Georgia Baptist School of Nursing, 1968; B.S.N., Medical College of Georgia, 1976; M.N., Emory University, 1979; D.S.N., University of Alabama at Birmingham, 1997.

- Jean Fields** (2002) *Assistant Professor of Community Health Nursing*; B.S., Temple University, 1969; M.N., University of Kansas, 1977.
- Freida Fuller-Jonap** (1995) *Professor of Adult Health Nursing*; B.S.N., Jacksonville State University, 1978; M.S.N., University of Alabama at Birmingham, 1981; D.S.N., University of Alabama at Birmingham, 1992; Family Nurse Practitioner Post Master's Certification, University of Alabama at Birmingham, 1998.
- Elaine C. Grier** (1976) *Assistant Professor of Adult Health*; Diploma, Grady Memorial Hospital School of Nursing, 1974; B.S.N., Medical College of Georgia, 1975; M.S. Georgia State University, 1978.
- Kathleen F. Hancock** (1991) *Assistant Professor of Parent - Child Nursing*; B.S.N., University of Maryland, 1966; M.N., Emory University, 1977.
- Helen F. Hodges** (1991) *Professor and Coordinator of R.N.-B.S.N. Track*; B.S.N., Murray State University, 1972; M.S.N., University of Kentucky, 1980; Ph.D., University of Kentucky, 1992.
- Catherine T. Horat** (1995) *Assistant Professor of Community Health Nursing*; A.D.N., St. Petersburg Junior College, 1968; B.S.N., Medical College of Georgia, 1976; M.S.N., Medical College of Georgia, 1977; Family Nurse Practitioner Post Master's Certification, University of Alabama at Birmingham, 1998.
- Ann C. Keeley** (1991) *Assistant Professor of Mental Health Nursing*; B.S.N., University of Florida, 1970; M.N., University of Florida, 1971.
- Grace G. Lewis** (1990) *Assistant Professor of Adult Health Nursing*; B.S., Hampton University, 1970; M.S., Georgia State University, 1980.
- Curlissa P. Mapp** (2004) *Instructor of Adult Health Nursing*; B.S.N., Georgia Southern University, 1994, M.S.N. Georgia Baptist College of Nursing, Mercer University, 2004.
- Sara H. Mitchell** (1997) *Assistant Professor of Parent-Child Nursing*; Diploma, Georgia Baptist School of Nursing, 1972; PNP Certification, University of Alabama at Birmingham, 1975; B.S.N., Medical College of Georgia, 1978; M.N., Emory University, 1979; Ph.D., Georgia State University, 1994.
- Katheline R. Plitnick** (2003) *Assistant Professor of Adult Health Nursing*; B.S.N., Central State University, 1985; M.S.N., North Western State University, 1993; Ph.D., University of Florida, 2002.
- Jill K. Ray** (1991) *Assistant Professor of Adult Health Nursing*; A.D.N., Georgia Southwestern College, 1979; B.S.N., M.S.N., Medical College of Georgia, 1980, 1983.
- Sandra Rayburn** (1991) *Associate Professor of Parent-Child Nursing*; Diploma, Georgia Baptist School of Nursing, 1965; B.S., M.S., Ph.D., Georgia State University, 1976, 1978, 1991.
- Brenda Rowe** (1992) *Associate Professor of Adult Health Nursing*; B.S.N., University of Evansville, 1971; M.N., Emory University, 1975; J.D., Georgia State University, 1990.

- Rebecca Shabo** (1993) *Associate Professor of Parent-Child Nursing*; B.S.N., University of North Alabama, 1985; M.S.N., University of Alabama at Birmingham, 1989; Ph.D., Georgia State University, 1998.
- Mary S. Sharpe** (2003) *Assistant Professor of Adult Health Nursing*; B.S.N., M.S.N., Clemson University, 1978, 1991; Family Nurse Practitioner Post Master's Certification, Clemson University, 2002.
- Kelli Shugart** (2003) *Instructor of Adult Health Nursing*; B.S.N., Georgia Baptist College of Nursing, 1994; M.S.N., Georgia State University, 1999.
- Sandra N. Shuler** (1983) *Assistant Professor of Parent-Child Nursing*; B.S., Baylor University, 1969; M.S. Texas Woman's University, 1977.
- Deborah M. Stephenson** (1993), *Assistant Professor, Microbiology, and Anatomy and Physiology*; B.S., Florida State University, 1970; M.S., Georgia State University, 1978.
- Deonna Morris Storey**, (2004) *Instructor of Adult Health Nursing*; A.S.N., Gordon College, 1996, B.S.N., M.S.N., State University of West Virginia, 1997, 2003.
- Linda A. Streit** (1990) *Associate Dean for the Graduate Program and Professor*; B.S., Indiana State University, 1978; M.S., Old Dominion University, 1984; D.S.N., University of Alabama at Birmingham, 1991.
- John Summerville** (2003) *Assistant Professor of Adult Health Nursing*; B.S.N., Kent State, 1979; M.N., Emory University, 1992; Ph.D. in progress, Georgia State University.
- Patricia Troyan** (2004) *Associate Professor of Parent-Child Nursing*; B.S., Syracuse University College of Nursing; M.S., University of Rochester, 1983; EdD. Teachers College of Columbia University, 1996.
- Diane E. White** (1996) *Assistant Professor of Adult Health Nursing*; B.S., M.S., Georgia State University, 1987, 1993; Ph.D., in progress at Medical College of Georgia.
- James and Carolyn McAfee**  
**School of Theology**
- R. Alan Culpepper** (1995) *Dean*, B.A., Baylor University, 1967; M.Div., The Southern Baptist Theological Seminary, 1970; Ph.D., Duke University, 1974.
- Wm. Loyd Allen** (1996) *Professor of Church History and Spiritual Formation*; B.S., University of Montevallo, AL, 1974; M.Div., The Southern Baptist Theological Seminary, 1978; Ph.D., The Southern Baptist Theological Seminary, 1984.
- John R. Claypool** (2001) *Professor of Preaching*, B.A., Baylor University, 1952; B.D., Th.D., Southern Baptist Theological Seminary, 1955, 1959.
- Nancy L. deClaissé-Walford** (1996) *Associate Professor of Old Testament and Biblical Languages*, B.A., California State University, 1976; M.A., Fuller Theological Seminary, 1985; Ph.D., Baylor University, 1995.
- J. Truett Gannon** (1997) *Senior Professor of Ministry Experience*, B.A., Mercer University, 1951; B.Div. and D.Min., The Southern Baptist Theological Seminary, 1956; D.D., Mercer University, 1988.

- Ronald W. Johnson** (1996) *Associate Dean for the Doctor of Ministry Degree Program and Professor of Evangelism and Missions*, B.A., West Georgia College, 1971; M.Div., The Southern Baptist Theological Seminary, 1974; D.Min., The Southern Baptist Theological Seminary, 1988; Th.D., University of South Africa, 1999.
- Peter Rhea Jones** (2000) *Professor of Preaching*; B.A., Union University, 1959; M.A., University of Mississippi, 1963; M.Div., The Southern Baptist Theological Seminary, 1964; Th.M., Princeton Theological Seminary, 1964; Ph.D., The Southern Baptist Theological Seminary, 1968.
- Denise M. Massey** (2003) *Associate Professor of Pastoral Care and Counseling*; B.A., Louisiana College, 1980; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary, 1984, 1987, 1991.
- Karen G. Massey** (1998) *Associate Professor of Christian Education*, B.A., University of Georgia, 1983; M.A., The Southern Baptist Theological Seminary, 1985; Ph.D., The Southern Baptist Theological Seminary, 1991.
- Larry L. McSwain** (2003) *Professor of Ethics and Leadership*; B.A., Oklahoma State University, 1963; B.D., Southwestern Baptist Theological Seminary, 1966; S.T.D., Southern Baptist Theological Seminary, 1970.
- Thomas B. Slater** (2003) *Associate Professor of New Testament*; B.A., Arkansas Tech University, 1974; M.Th., D.Min., Perkins School of Theology, Southern Methodist University, 1978, 1981; M.A., University of Virginia, 1992; Ph.D., King's College, University of London, 1996.
- Graham B. Walker** (1999) *Associate Dean for the Master of Divinity Program and Associate Professor of Theology*; B.A., Florida State, 1978; M.Div., The Southern Baptist Theological Seminary, 1982; Ph.D., The Southern Baptist Theological Seminary, 1986.
- Library Services - Monroe F. Swilley, Jr. Library**
- Amy E. Allison** (2000) *Assistant Professor and Public Services Librarian/Swilley Library*; B.S.Ed., Baylor University, 1989; M.S. in Library and Information Studies, Clark Atlanta University, 1998; A.H.I.P.
- Judith Davis Brook** (1985) *Associate Dean of University Libraries / Director of Swilley Library and Associate Professor*; B.A., Pepperdine University, 1968; M.L.S., Indiana University, 1969; M.B.A., Mercer University, 2002.
- Arlene F. Desselles** (2000) *Instructor and Public Services Librarian/Swilley Library*; B.A., University of Southwestern Louisiana, 1987; M.L.S., Clark Atlanta University, 1996.
- Louise L. Lowe** (2003) *Instructor and Circulation Librarian/Swilley Library*; B.A., University of Arkansas at Monticello, 1998; M.S. L.I.S., University of North Texas, 2001.
- Anne Page Mosby** (2004) *Assistant Professor and Public Service Librarian/Swilley Library*; B.A., Millsaps College, 1969; M.Ln., D.A.S.L., Emory University, 1973, 1983.
- S. Beth Perry** (1999) *Associate Professor and Public Services*

*Librarian/Swilley Library*; B.A., Samford University, 1986; M.A., C.E., Southern Baptist Theological Seminary, 1988; M.L.S., Indiana University, 1994.

**Lynette Ralph** (2000) *Associate Professor and Assistant Director for Public Services/Swilley Library*; B.A., University of the West Indies, 1975; M.S.L.S., Pratt Institute, 1981; M.P.A., University of Baltimore, 1995; A.H.I.P.

**Florence Y. Tang** (1998) *Assistant Professor and Public Services Librarian/Swilley Library*; B.A., Oberlin College, 1995; M.S.L.I.S., University of Illinois at Urbana-Champaign, 1996.





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## Academic Information

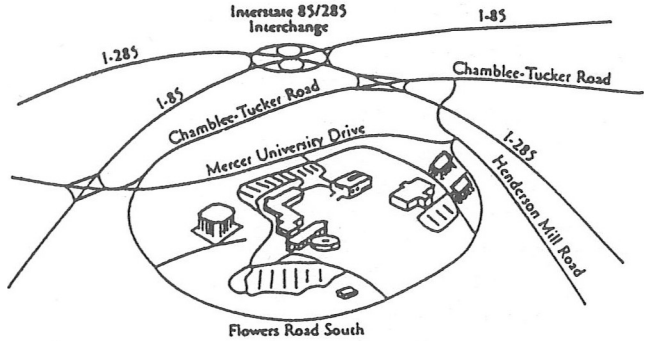
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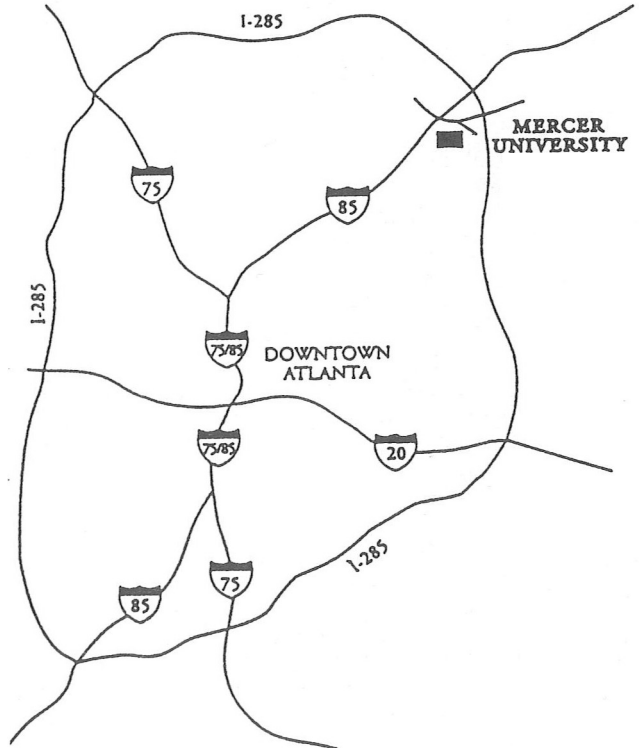
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# Campus Location Map

If you are traveling north on I-85 from downtown Atlanta, take Exit 94 (Chamblee-Tucker Road) and turn right at the traffic light. Stay in the right line. Proceed straight through the first traffic light. At the second traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the third traffic light. The campus entrance will be the first right turn.



If you are traveling south on I-85 from outside the perimeter, take Exit 94 (Chamblee-Tucker Road) and turn left. Stay in the right lane. Proceed straight ahead through 2 traffic lights for .7 mile. After the second light, move over to the right one lane. At the third traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the fourth traffic light. The campus entrance will be the first right turn.



If you are traveling on I-285 north, take Exit 34 (Chamblee-Tucker Road); from I-285 east, take Exit 33-A (Chamblee-Tucker Road). Go INSIDE the perimeter. Proceed for 1.2 miles on Chamblee-Tucker Road until you reach the intersection of Chamblee-Tucker Road and Mercer University Drive. Turn left onto Mercer University Drive; proceed straight through the next traffic light. The campus entrance will be the first right turn.

